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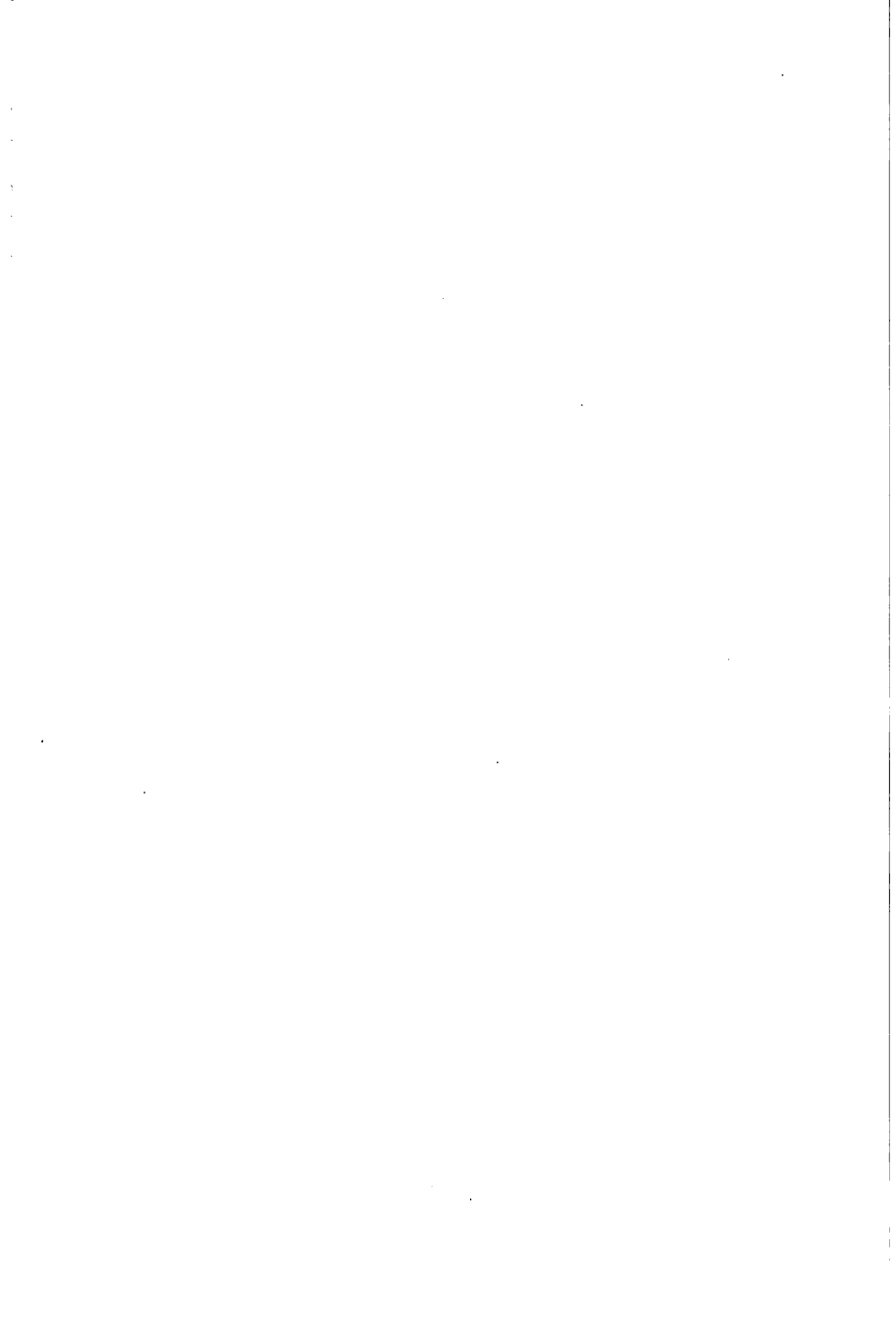
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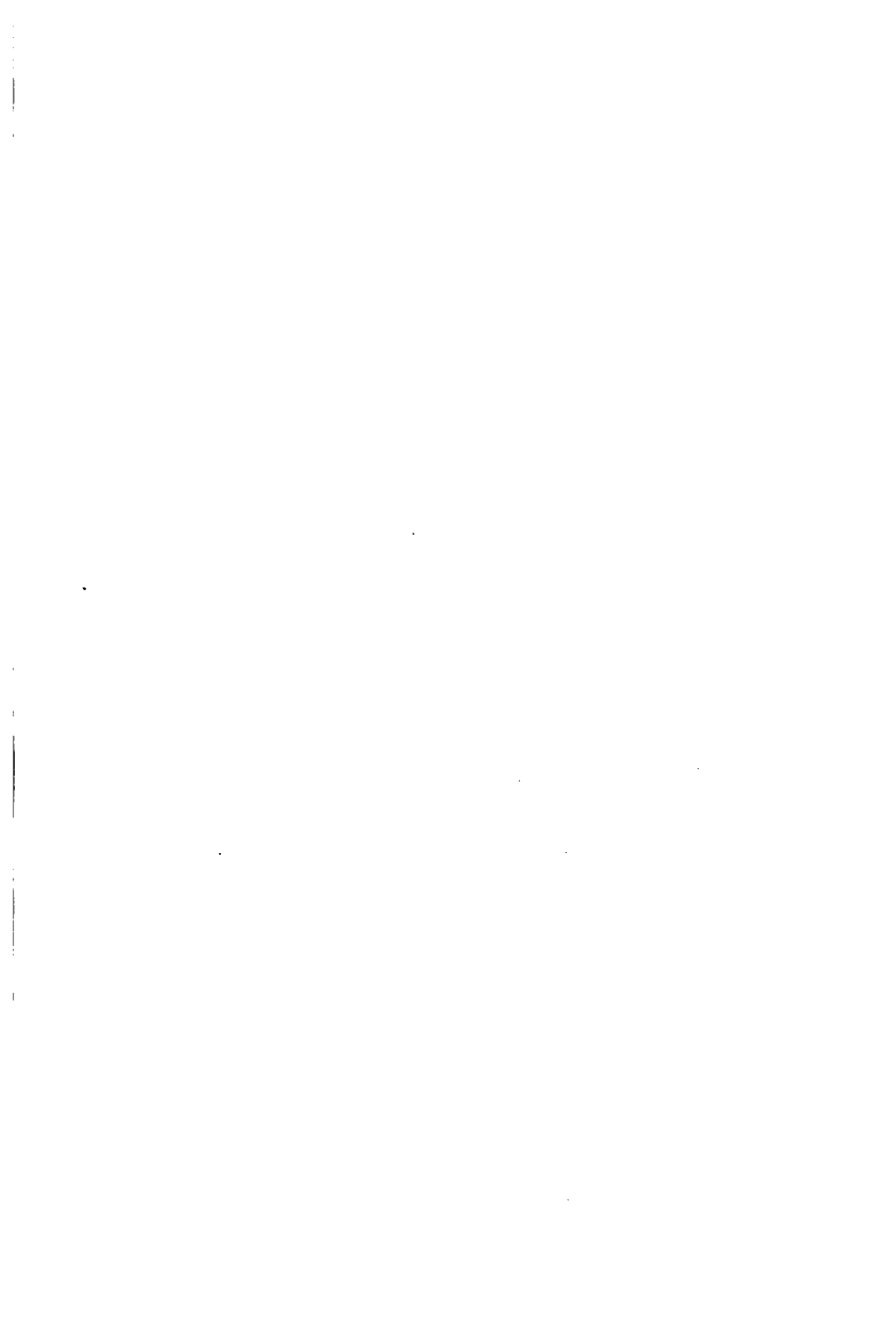
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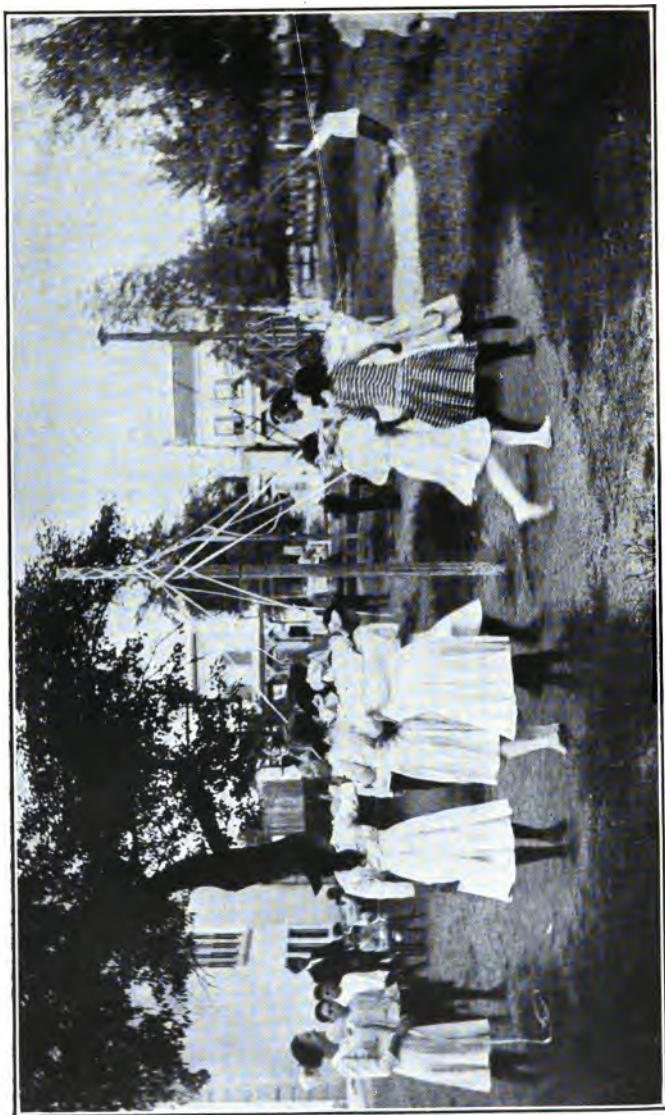


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THE MAYPOLE DANCE

BETTER ENGLISH

FOR SPEAKING AND WRITING

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BOOK ONE



THE JOHN C. WINSTON COMPANY

CHICAGO
SAN FRANCISCO

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TORONTO, CAN.

Edue T 769.20.190
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PREFACE

The child, thinking, speaking, writing, holds the center of the stage from the beginning to the end of this language series. As one of a group of his own kind, he is the motive force which sets in action the lesson from day to day. The teacher is the power behind the group which controls this motive force. She directs the free interchange of experience toward the three-fold end: clear thinking, clear expression, and clean-cut enunciation. Stated in brief, the aims of the series are to establish certain vital points, few in number and chosen with reference to the child's immediate need, and to hold the child responsible for these points as he progresses from year to year.

In the choice of material, effort has been made to find suggestive and stimulating illustrations; in the use of this material, the endeavor has been to relate it, as far as possible, to the child's own experience. Thus his reaction will be dynamic, instead of static, actually creative instead of merely imitative.

Frequent illustrations are given of actual work done by children in the classroom. Emulation of such work is within the power of every child. Hence much good, it is believed, can be drawn from exercises of this kind.

The chief end of the composition work in the series is to develop a sentence-sense in the consciousness of the child. To this end, the sentence is taught in the beginning and then treated throughout, not as an

isolated unit, but as one of a group of related units of thought.

Throughout the series, much attention is given to voice training, in order to meet a growing demand for the improvement of American speech among both the native-born and the foreign elements. This training begins with a few very simple exercises in the third grade, and develops into a definitely organized treatment in the later grades. The objective of these lessons is to make the child feel from the outset that what he says to his friends will fail of its purpose, no matter how well expressed his thought may be, unless his voice is adequate, his enunciation clear, and his pronunciation correct.

The emphasis in the voice work is placed on correct breathing, clear enunciation of the principal consonants and vowel sounds, and on distinct pronunciation of certain commonly neglected word endings. The exercises in voice training, and in language, both oral and written, have been successfully developed by actual experience in the classroom.

In the dictionary, word-study, and vocabulary lessons included in Books II and III of the series, it is suggested that the *Winston Simplified Dictionary*, because of the simplicity of its definitions and its general adaptation to the needs of the youthful student, will be found especially helpful.

Particular thanks are due to Miss Doris Thorn Wright, teacher of English in the William Penn High School of Philadelphia, who has given minute and exhaustive criticism and advice on the manuscript

PREFACE

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and proof of the books, and who has made numerous and valuable suggestions. The authors wish also to extend their thanks to Mrs. Susie Root Rhodes, Supervisor of Municipal Playgrounds of the District of Columbia, and to Dr. Rebecca Stonerod, Director of Physical Training in the schools of Washington, D. C., for the privilege of using photographs of playground activities, and to Mrs. S. S. Alburtis, of the Wilson Normal School of Washington, D. C., for the use of garden pictures.

S. E. S.

C. I. O.

M. E. G.

ACKNOWLEDGMENTS

Grateful acknowledgment is made to the following authors and publishers for their courtesy in allowing the use of the copyrighted material in this volume: to *The Youth's Companion* for Anna M. Pratt's "A Mortifying Mistake" and "The Merry-Go-Round"; to Milton Bradley Company for Carolyn Sherwin Bailey's "Old Man Rabbit's Thanksgiving Dinner"; to Charles Scribner's Sons for "One, Two, Three", from "The Poems of H. C. Bunner"; copyright 1884, 1917, by Charles Scribner's Sons; to the *Something to Do Magazine* for Mabel E. Bragg's "Engine Story"; to the Century Company for Edna Dean Proctor's "Columbia's Emblem" and Oliver Herford's "The Elf and the Dormouse" from "Artful Antics"; to Scott, Foresman and Company for Sarah A. Haste's "Diego at the Spanish Court", from Elson's Primary School Reader, Book III; to *The New York Times* for John Daly's "A Toast to the Flag"; to Miss Nancy Thorne Yost for three poems. Frank Dempster Sherman's "Vacation Song" and "Leaves at Play," Margaret Deland's "The Fairies' Shopping," an extract from Henry W. Longfellow's "Hiawatha," and Bayard Taylor's "A Night with a Wolf" are printed by permission of, and under special arrangement with, Houghton, Mifflin Company, authorized publishers.

The authors also wish to acknowledge the courtesy of The Eastman Kodak Company in permitting the use of their photographs for picture-studies and illustrations.

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BOOK ONE



PART ONE



1

TALKING ABOUT OUR VACATION

VACATION SONG

When study and school are over,
How jolly it is to be free,
Away in the fields of the clover,
The honey-sweet haunts of the bee!

Away in the woods to ramble,
Where, merrily all day long,
The birds in the bush and bramble
Are filling the summer with song.

Away in the dewy valley
To follow the murmur of the brook,
Or sit on its bank and dally
Awhile with a line and hook.

Away from the stir and bustle,
The noise of the town left behind:
Vacation for sport and muscle,
The winter for study and mind

So play till the face grows ruddy,
And muscles grow bigger, and then
Go back to the books and study;
We'll find it as pleasant again.

—*Frank Dempster Sherman.*

I

Have you ever been to a farm in summer?
What did you like best to do?

Did you ever help to feed the animals?

Name all the animals you saw on the farm.

Were there any pets?

Where was the best place to play?

Did you ever go wading or swimming in the brook?

Tell all you can about the fun you had at the farm.

If you have ever been to the seashore or the mountains, tell about the good times you had there.

Read the poem in turn, stanza by stanza, around the class.

Why is the poem called a *Vacation Song*?

II

Here is a picture of some children who stayed in town for their vacation. They had a good time, too.





Here is a picture of a city playground in winter.

Select a girl in the first picture.

Make up a story about her.

Select a boy in the second picture.

Make up a story about him.

Where are the children in the pictures playing?

Tell what they are doing in each picture.

Can you do all the things they are doing?

Tell about some hard things you can do.

Think of the games you know how to play.

Select one and tell the class how it is played.

Name all the summer sports you can think of for the stay-at-home city boy or girl.

Name all the winter sports you can think of.

As you name each one, your teacher will write it on the blackboard.

2

OUR VACATION

SOME THINGS TO TALK ABOUT

Read over the following list of summer sports:



AT THE SEASHORE

Hunting for shells
Making a sand fort
Wading and bathing

IN THE CITY

A game on the play-
ground
A ride on the trolley
A picnic in the park

IN THE COUNTRY

Picking berries
Feeding the chickens
Taking a straw ride
Fishing
Camping
Hiking
Building a raft

Which one have
you enjoyed?

Tell your class-
mates a story about one of them.

When you tell your story, come to the front of



the room. Your classmates will understand you better if they can look at you while you are talking.

Try to use the word *and* as little as possible. You will have to be on the lookout, for this word will creep in almost without your knowing it.

3

SPEAKING ENDINGS CLEARLY

jumping

moving

running

flying

swinging

shouting

laughing

throwing

What are the last three letters in all of these words?

This *ending* has a *ringing* or *singing* sound.

Repeat this sentence aloud, listening for the ring at the end of the words *ending, ringing, singing*.

Now repeat together, after your teacher, the eight words in the list.

Be sure to make the endings of the word ring.

See how many words you can think of with this ending.

4

WISE SAYINGS OF BENJAMIN FRANKLIN

Benjamin Franklin did many wonderful things. He found out that the lightning which causes thunder storms is the same thing as electricity.

Since his time electricity has been set at work to light our houses, draw our street cars, and do many things for us that he never thought of. Franklin also said many wise things. Here are some of them.

1. There are no gains without pains.
2. God helps them that help themselves.
3. Early to bed and early to rise
Makes a man healthy, wealthy, and wise.

1. What are *gains*?

Tell your classmates about somebody you know who makes *gains*.

What does *pains* mean?

When your teacher says, "Take *pains* to do good work," what does she mean?

Tell what you think Franklin means when he says, "There are no *gains* without *pains*."

2. What kind of person does not like to work, and always asks others to help him?

Does such a person ever get a good report from his teacher?

Do you think your teacher would want to help a pupil who never tried to help himself?

Would you?

Tell what Franklin means when he says, "God helps them that help themselves."

3. Did you ever go to bed very late?

How did you feel the next morning?

Once, a little boy stayed up until twelve o'clock at night.

Tell how he felt the next morning and what happened to him in school.

Was he late?

Did he get good marks for his work?

Would such a boy be healthy, when he grew up? Why?

Would he be wealthy? Why?

Would he be wise? Why?

Tell the story of a little girl who did not like to rise early.

What do you think Franklin means when he says,

“Early to bed and early to rise

Makes a man healthy, wealthy, and wise”?

5

LEARNING TO COPY

Copy each one of Franklin's wise sayings exactly as it is in the book.

Learn them all word for word.

Repeat any other sayings that you know.

Several of you may write these sayings on the blackboard.

Everyone in the class may select the saying on the blackboard that he likes best.

Copy it exactly as it is on the board.

Learn it word for word.

6

TELLING HOW TO MAKE SOAP BUBBLES

Give this picture a name.

What kind of pipe do you use for blowing soap bubbles?



How do you get the water ready for making them?

How do you hold the pipe to make large bubbles?

How do you make them float in the air?

What colors do you see in them?

Have you ever been to a soap-

bubble party?

What prizes might be given at such a party?

Did you ever blow soap bubbles?

Tell your classmates how to do it.

7

A STORY**HOW JACK WENT TO SEEK HIS FORTUNE**

Once upon a time there was a boy named Jack. One morning he started out to seek his fortune.

He had not gone far before he met a cat.

"Where are you going, Jack?" said the cat.

"I am going to seek my fortune."

"May I go with you?"

"Yes," said Jack, "the more the merrier."

So on they went, jigglety-jolt, jigglety-jolt.

Very soon they met a dog.

"Where are you going, Jack?" said the dog.

"I am going to seek my fortune."

"May I go with you?"

"Yes," said Jack, "the more the merrier."

So on they went, jigglety-jolt, jigglety-jolt.

In a little while they met a goat.

"Where are you going, Jack?" said the goat.

"I am going to seek my fortune."

"May I go with you?"

"Yes," said Jack, "the more the merrier."

So on they went, jigglety-jolt, jigglety-jolt.

It was not long before they met a bull.

"Where are you going, Jack?" said the bull.

"I am going to seek my fortune."

"May I go with you?"

"Yes," said Jack, "the more the merrier."

So on they went, jigglety-jolt, jigglety-jolt.

Finally they met a rooster.

"Where are you going, Jack?" said the rooster.

"I am going to seek my fortune."

"May I go with you?"

"Yes," said Jack, "the more the merrier."

So on they went, jigglety-jolt, jigglety-jolt.

When it began to grow dark, the six comrades looked about for a place in which to spend the night. Soon they came in sight of a house. Jack crept up to the house and looked in the window. There he saw four robbers counting their money. Jack ran back to his companions and told them what he had seen.

"Now," he whispered, "when I say the word, you must all sing as loud as you can."

When they were all ready, Jack gave the word. The cat mewed, the dog barked, the goat bleated, the bull bellowed, and the rooster crowed. They made such a dreadful noise that they frightened all the robbers away.

Then Jack and his friends went into the house.

Now Jack was afraid the robbers would come back during the night. So at bedtime he put the cat in the rocking-chair, the dog under the table, the goat upstairs, and the bull in the cellar. The rooster flew up to the roof, while Jack lay in the bed.

By and by, the robbers sent one of their number back to the house to look for their money. As he came sneaking into the kitchen, the cat opened her eyes. The man, thinking pussy's yellow eyes were two hot coals in the fireplace, thrust a stick at them to get a light.

Puss hissed and dug him with her claws. The noise wakened the dog, who darted out from under the table and bit the man's leg.

In great fright, the robber ran upstairs, where Billy, the goat, was waiting. Quick as a flash, Billy knocked him over with his hard horns.

At last the man fled to the cellar, only to be caught on the horns of the bull and thrown clear out the cellar window.

The fellow took to his heels and ran as fast as he could, while the rooster on the roof crowed, "Cock-a doodle-do! Cock-a doodle-do!"

"Where's the money?" asked the robber's mates.

"Money!" he cried. "I'm lucky to have escaped from that house with my life!"

"When I went into the kitchen, an old witch in the rocking-chair hissed, and flew at me with her long finger-nails. Then a shoemaker under the table stuck me with his awl. Next, I ran upstairs, where a man was threshing. Before I could escape, he knocked me down with his flail. Finally, when I fled to the cellar to hide, I found a fellow chopping wood. He swung his axe and knocked me clear out the cellar window.

"But the worst of all was a little man on the roof, who kept screaming, 'Chuck him up to me-e! Chuck him up to me-e!'"

—*An English Fairy Tale.*

8

TELLING THE STORY

Who is the principal person in this story?

What did he want to do?

What animal did he meet first?

What did the animal say?

What did Jack answer?

What other animals did he meet?

What did they all say?

Some one may tell the story to this point.

What happened next?

What did Jack do when they saw the house?

What did he see in the house?

What did he tell the animals to do?

Then what happened?

Some one may tell this part of the story.

Why was Jack afraid?

What did he do?

Tell what happened to the robber who came back for the money.

One of you may tell the story that the robber told to his companions when he went back to them.

Now your teacher will give you five minutes to think of the whole story.

Who will tell it to the class?

9

PLAYING THE STORY

Let us play that this story happens right here in the schoolroom.

Who are the characters in the play?

Where does the first part of it happen?

What shall be the road?

What will Jack be doing?

How many animals does Jack meet one after another?

What does each one say?

What does Jack answer?

What does each one do?

What shall be the house?

Where does Jack go?

What does he tell the animals when he comes back? Use the words he would use.

Then what does he tell the animals to do?

What happens next?

The next part of the play will be inside the house.

Let Jack place the animals as he does in the story.

Next let the robber come back.

It is dark, so he cannot see.

Act out the story the robber tells the other robbers.

10

ADDING TO THE STORY

Suppose that Jack and his friends go out the next morning in search of adventure.

They might stop one night at an inn.

The landlord might want to kill the rooster for food.

Perhaps he locked him in a chicken coop.

Tell how the bull and the goat upset the rooster's prison.

What did the animals do when they saw the landlord trying to catch him again?

Make up a story about the cat.

What did he like to eat?

How did he get into trouble?

Tell how Jack used his money to save the cat.

Tell how the dog saved Jack and his friends from a highwayman.

What was Jack's fortune, children, say,

Was it the robbers' gold?

Was it the friends he met on the way?

What was the story he told?

S. E. S.

11

SPEAKING WORDS CORRECTLY

What is the middle letter of the word *can*?

The following words have the same letter with the same sound.

hat

cat

sat

man

stand

ran

fan

land

Speak the word *can* slowly five times.

Now say the word *can* with each of the words in the list.

Read the following sentences, always speaking the word *can* correctly.

1. Tom can count up to fifty.
2. Can he read as well as he can count?
3. Can you swim well?
4. John can run very fast.
5. Can he throw a ball as far as you can?

12

A GAME

The game begins in this way:

First child: I can make a paper cap (or something else). What can you make? (to second child).

Second child: I can make a sail-boat. What can you make? (to third child).

In this way each child answers a question, using

the word *can*, and asks the next child a question, using *can*.

Your teacher, the leader in this game, will ask any boy or girl who does not speak the word *can* correctly to repeat his sentence.

All those who speak the word *can* correctly the first time win the game.

Try to have everyone in the class a winner.

13

USING THE VOICE

To make clear, pleasing sounds you must breathe deeply.

A boy or girl who learns to play the piano or violin must practice the notes over and over in order to make smooth, clear tones. You also must practice with the musical instrument in your throat, if you wish to speak or sing in clear, smooth tones.

Begin your practice with a breathing exercise.

1. Stand on the balls of your feet, with your heels only lightly touching the floor, your chest forward, and your shoulders back.
2. Place your hands on your ribs at the waist line, with fingers forward and slanting downward, and thumbs back.
3. Breathe in gently through your nose without raising your shoulders.

Be sure that you feel your breathing where
your finger-tips rest against your ribs.

Breathe out gently, sounding *sh* slowly.

Again feel with your finger-tips.

Repeat five times.

4. Breathe in gently and deeply, keeping your
fingers as before.

Breathe out slowly, saying the *ä* in *fäther*.

Repeat five times.

5. Breathe in as before.

Breathe out slowly, saying the *ō* in *nōte*.

Repeat five times.

If you feel your fingers move out with each
breath, you are breathing deeply.

Remember that you must try not to lift your
shoulders in breathing.

14

STUDYING THE SENTENCE

A CLEVER MONKEY

One day I had great fun watching a large monkey
at the Zoo eat his dinner. The keeper fastened a
napkin around the monkey's neck. Then the monkey
sprang into a chair in front of a table. The keeper sliced
a banana and gave it to the monkey. This he ate with
a fork. Next the keeper brought a bottle of milk
and a glass. The monkey poured the milk into the
glass and gulped it down at one swallow. Then the
keeper unfastened the napkin, and the monkey jumped
down from his chair. Wasn't he a clever monkey?

I

1. One day I had great fun watching a large monkey at the Zoo eat his dinner.
2. The keeper fastened a napkin around the monkey's neck.
3. Then the monkey sprang into a chair in front of a table.
4. The keeper sliced a banana and gave it to the monkey.
5. This he ate with a fork.
6. Next the keeper brought a bottle of milk and a glass.
7. The monkey poured the milk into the glass and gulped it down at one swallow.
8. Then the keeper unfastened the napkin, and the monkey jumped down from his chair.
9. Wasn't he a clever monkey?

Read the story aloud as printed the second time.

How many parts are there to the story?

The words of each part are put together so that they tell you something or ask you something.

What does the first part tell you?

What does the ninth part ask you?

Each part tells you one thing or asks you one thing.

The words of each part are put together so that they express one thought completely.

Words put together so that they express one thought completely make a *sentence*.

Why is each one of these groups of words a sentence?

A sentence is a group of words that expresses a thought completely.

II

Read the following groups of words:

1. at the Zoo
2. watching a large monkey
3. around the monkey's neck
4. in front of a table
5. with a fork
6. at one swallow

1. Look at the first group of words.

Does it tell you something? Does it ask you something?

Give the reason for your answer.

Is it a sentence?

Tell what you saw at the Zoo one day.

Have you made a sentence?

2. Read the second group of words.

Make a sentence telling who was watching the monkey.

3. Make a sentence telling what was around the monkey's neck.

4. Make a sentence telling what stood in front of the table.

5. Look again at the sentences of the story as printed in group I.

With what kind of letter does the first word of each sentence begin?

6. Look at the mark at the end of sentences 1, 2, and 3.

This mark is called a *period*.

It is placed at the end of a sentence that *tells* something.

7. Look at the mark at the end of sentence 9.

This mark is called a *question mark*.

It is placed at the end of a sentence that *asks* something.

15

WRITING SENTENCES

1. Copy sentence 1 in the story.

2. Copy sentence 9 in the story.

Have you ever seen the keeper feed an animal at the Zoo?

1. Write a sentence telling what animal you saw the keeper feed.

2. Write a sentence asking how the keeper feeds the lion, the tiger, the bear, or some other animal.

3. With what kind of letter must you begin each of your sentences?

4. What mark do you place at the end of your first sentence? Your second?

16

USING THE VOICE

1. Get ready for the breathing exercise.
2. Breathe in deeply.
Breathe out, making the sound of *ä* in *fäther*.
Keep your chin away from your throat so
that the sound will come out freely.
3. Breathe in deeply.
Breathe out smoothly, singing the *ä* up the
scale, beginning with middle *C*.
4. Sing all together as many notes as you can
sing easily in one breath.
Repeat, each time trying to sing farther up
the scale in one breath.
5. Now speak the sound of *ä* as you breathe out,
trying to make it as clear and pleasing as
the singing sound.

17

A SENTENCE GAME

The leader may play that he is an animal. He must describe the animal without telling its name. He may say something like this:

"I am a four-legged animal. I am covered with black curly hair. I am a good playmate for the children. I also protect my master's house."

If you cannot guess the name, you may ask a question about the animal's appearance or habits.

The leader fails if he does not answer in a sentence. The child who guesses correctly may describe another animal.

This game may also be played by telling about birds, flowers, trees, fruits, or about machines, such as steam engines, airships, motor cycles, and automobiles.

18

LEARNING TO USE THE SENTENCE

Write a story of several sentences, telling about something that you saw at the Zoo, the circus, in the village, or at the county fair.

When you write a story of more than one sentence, always put your sentences together like those in the story of *The Clever Monkey* on page 18. You will notice that each sentence does not begin on a new line. The second sentence begins on the line on which the first ends; the third on the line on which the second ends, and so on. This is the correct way to put sentences together in writing a story.

Try to make a good beginning sentence.

Some of you may write your sentences on the blackboard.

The other children will tell you whether or not each sentence begins and ends correctly.

They will also tell you whether or not each sentence expresses a thought completely.

Write a sentence asking something about one of the stories on the blackboard.

With what kind of letter did you begin your sentence?

With what mark did you end your sentence?

19

USING CAPITAL LETTERS

Here are five rules for showing respect to the flag.

1. The flag should not be hoisted before sunrise nor allowed to remain up after sunset.
2. When the flag is passing, everyone should stand at attention.
3. The flag should always be placed high. It should never be put on the ground.
4. The blue field should always be at the top.
5. The flag should be placed at half-mast only as a sign of mourning.

Does each of these rules express a thought completely?

What name is given to a group of words which expresses a thought completely?

With what kind of letter does each sentence about the flag begin?

A sentence must begin with a capital letter.

Learn one of the rules by heart.

Write the rule you have learned.

With what kind of letter did you begin?

20

LEARNING TO COPY

I pledge allegiance to my flag and to the Republic for which it stands, one nation, indivisible, with liberty and justice for all.

Copy the pledge to the flag.

Be sure to spell each word just as it is printed.

Exchange papers and see whether or not your neighbor has made an exact copy of the pledge.

Learn the pledge so that you can repeat it from memory when you give the salute to the flag.

21

THE MAKING OF THE FLAG

Long years ago, when our country was fighting to be free, there lived, at 239 Arch Street, Philadelphia, a young woman named Betsy Ross. Although only twenty-four years old, Betsy Ross was a widow. Her husband, John Ross, had been killed while guarding some supplies for the army.

Betsy Ross sewed beautifully, and so she decided to earn her living by keeping an upholstery shop and making flags.

In the early summer of 1776, Congress appointed Robert Morris and Colonel George Ross a committee of two to see about the flag for the new country. George Ross was the brother of John Ross, Betsy's husband, so the committee went to the little shop to ask her about making the new flag. General Washington went with them.

"Can you make a flag like this?" asked General Washington, showing her a rough sketch.

"I don't know," replied Betsy, "but I'll try."

Betsy finished the flag, and on June 14, 1777, Congress adopted it as our national banner.

Betsy Ross lived to make many more flags, and to see them float proudly aloft on land and sea.

The flag has a message for every one.

The red says, "Be brave,"

The white says, "Be pure,"

The blue says, "Be true."

If you love the flag of our country, you must obey its message, and be ready to follow it in peace or in war.

Tell the story of the making of the flag.

When did Congress decide to use Betsy Ross's flag as our national banner? This date is called the *birthday of the flag*.

How old is the flag?

How many red stripes has it?

How many white stripes?

How many stars are in the blue field?

For what does each star stand?

Do you know any one who has fought for the flag? Tell about him.

What have *you* ever done for the flag?

Do you know any other flags? Describe them.

Write a few sentences about the flag.

Write a sentence about the English flag.

Write one about the flag of France.

Write another about the Belgian flag.

22

SAFETY FIRST

Here are a few *Safety First* rules that will help to keep you out of danger:

1. Look in both directions before stepping off the sidewalk.
2. Always cross the street at the corner.
3. Don't play in the street.
4. Don't hop on behind trucks or cars.
5. If you have to walk to school along the road, walk on the left side.

Read the rules carefully.

Look at the first rule. In which direction should you look first? Why?

Why should you walk to school on the left side of the road?

Add other rules for safety on the street or road.

Learn all of the rules.

Make one or more safety rules about other things, such as playing with matches, or making fires in the yard or in the woods.

23

LEARNING TO COPY

Copy the following sentences, studying them as you write.

We have room for but one flag, the American flag.
We have room for but one language, and that is the

English language. We have room for but one loyalty, and that is loyalty to the American people.

—Theodore Roosevelt.

Commit these sentences to memory.

24

THE BANNER OF AMERICAN SPEECH

As patriotic Americans, we promise not to let the Stars and Stripes drag in the dust.

Do you know how a great many of us disgrace our beautiful flag? It is by speaking incorrectly and by mumbling our words.

The American flag stands for the language of America. When we disgrace our language, we disgrace our flag.

When we use bad English, Old Glory must hang its head in shame.

Let us, then, adopt as our watchwords:

Speak clearly!

Speak correctly!

Make our American speech as beautiful as the American flag!

Copy our watchwords.

25

LEARNING TO USE *SIT*

1. Mother *sits* in the big chair.
2. The boys *sit* at the table.
3. The girls *sit* near the window.
4. The baby *sits* on the floor.
5. The cat *sits* by the fire.

1. Where does mother *sit*?
2. Where do the boys *sit*?
3. Where do the girls *sit*?
4. Where does the baby *sit*?
5. Where does the cat *sit*?

26

LEARNING TO USE *SIT* AND *SAT*

"You may *sit* on the front seat, Jack," said father, as we started home from the city.

"No," said Jack, "I *sat* on the front seat when we came. It is Fred's turn now. He *has sat* on the back seat three times. I *have sat* there only twice."

"Very well," said father, "*sit* where you like."

Fred was glad to *sit* on the front seat. Soon they were home.

"Thank you, Jack," said Fred, as they went into the house. "Now we both *have sat* on the front seat three times."

I

Answer the following questions in sentences.

1. Where did Jack *sit* when they went to the city?
2. Where did Fred *sit*?
3. Where did Jack *sit* on the way home?
4. Where did Fred *sit*?
5. What did Jack say about Fred? Answer in his own words.
6. What did he say about himself? Answer in his own words.

7. How many times have both boys sat on the front seat now?
8. How many times have they sat on the back seat?

You will notice that *sat* is sometimes helped by two little words. What are they?

Sometimes *sat* does not have a helper.

II

Read the following sentences, putting in *sit*, *sits*, or *sat* in each of the spaces.

1. Do you know where John — in school?
2. Yes, he — in the third seat in the first row.
3. He — there all last month, too.
4. I have — in the same seat all the year.
5. I like to — near the front of the room.
6. My brother — in the first seat on the first row.
7. He has — there all the term.
8. I never have — there.

III

Copy these sentences.

1. The little bird sits at his door in the sun.
2. A dear little girl sat under a tree.
3. Little Jack Horner sat in a corner.
4. Little Miss Muffet sat on a tuffet.
5. Who has sat in my chair?
6. I have sat in your chair.

27

LEARNING TO SAY *EXCUSE ME*

He knocked against me as he passed,
And almost made me fall,
But when he said, "Excuse me, please,"
It didn't hurt at all.

—*M. E. G.*

How many of you have had some one push against you, or step on your foot?

Did the person who hurt you say, "Excuse me" or "I'm sorry," or did he rush away without saying anything?

Which is the better way? Why?

Make a list of the different occasions when "Excuse me" is needed.

The child who has the longest list may read it aloud.

To-morrow, you may tell how many times you have said, "Excuse me."

28

STUDYING QUESTIONS AND ANSWERS

Little green chestnut burr, why did you stick me?
I was afraid you were going to pick me before I was ripe.

Old Mother Apple Tree, why do you bring all those pink blossoms?

They are for Dame Nature who sends us warm sunlight and the showers.

Miss Maple Seed, why have you wings?
I shall use them to fly away when I am older.

Little squirrel, little squirrel, where did you get your fur overcoat?

Mother Nature gave it to me for the cold days of winter.

Read these sentences carefully.

Now one of you may read the questions and another read the answers.

Look at the pairs of sentences carefully.

Make the mark that follows the first sentence in each pair.

What do we call the mark which follows a question?

Make the mark that follows the second sentence in each pair.

What do we call the mark that follows a sentence which tells something?

Ask a question about the little chestnut burr. Write it.

Ask one about the old apple tree.

Ask one about the little maple seed.

Ask one about the squirrel.

Write an answer to each one of your questions.

Be sure to place the proper mark after each question and each answer.

Now exchange papers with your neighbor.

See that your neighbor has placed the proper mark after each sentence.

29

USING CAPITAL LETTERS

I

"I am a pretty little kitten;
My fur is soft as silk;
I am fed each night and morning
On a saucerful of milk.

Sometimes when I am naughty
I climb upon the stand,
And eat the cake and chicken,
Or anything at hand." —*Selected.*

With what kind of letter is the word *I* written?

Copy these sentences. Be sure to make a capital letter for the word *I*.

1. Jack and I play ball.
2. I like to play with him.
3. Jack says I play very well.
4. I am glad he thinks so.
5. I know I try very hard.

The word *I* is always a capital letter.

30

SPEAKING WORDS CORRECTLY

Take a deep breath. Breathe out quickly as you say the word *get*.

Repeat ten times.

Harry and Donald are talking. One of you may

take the part of Harry, another may take the part of Donald.

Harry and Donald must be careful to speak the word *get* correctly.

Harry: Where did you *get* your baseball, Donald?

Donald: It came from Johnson's. Father told me to *get* it there.

Harry: Did you *get* it with your own money?

Donald: Yes, I saved my pennies until I had enough money to *get* a good ball.

Harry: It is a fine one. I think that I will *save* my money to *get* one just like it.

Write a sentence using the word *get*.

Read your sentences aloud, each in turn.

31

TALKING ABOUT A PICTURE

Answer the following questions about the picture on page 35. Be sure that every answer is a sentence.

Where is the boy standing?

What is he doing?

Why did he put on his rubber boots?

What is the pail for?

What did the dog do when the boy turned his back?

Perhaps he saw another dog, and knocked over the pail as he rushed for him.

Tell the story.



32

TELLING A STORY ABOUT FISHING

1. Have you ever gone fishing?
 2. Who went with you?
 3. Where did you fish?
 4. Did you fish from the shore or from a boat?
 5. What bait did you use?
 6. How did you get your bait?
 7. How many fish did you catch?
 8. What kinds of fish did you catch?
 9. What did your largest fish weigh?
 10. What did you do with your fish?
- Tell the story of your day's fishing.

33

TELLING HOW TO FISH

Copy these parts of sentences and fill in the blanks.

1. When I go fishing, I need —, —, —, —.
2. When I go fishing, I must wear _____.
3. Before I begin to fish, I must _____.
4. While fishing, I must _____.
5. When I feel the fish bite, I must _____.

34

LEARNING TO USE TWO

Put *two* books on your desk.

Some one may put *two* pieces of chalk on the blackboard ledge.

Write *two* words on a piece of paper.

Name some things in the room of which there are *two*.

Name some things of which you have *two*.

Write a sentence about each of the following:

two brothers	two balls
two dresses	two dolls
two knives	two apples

35

A STORY TO FINISH

I am grandfather's spectacles. Yesterday I was lost.
Shall I tell you how everybody hunted for me?

Finish the story together.

Who will make the first sentence?

Some one else may continue the story by making another sentence.

Continue with another sentence.

Make a sentence that will finish the story. Be sure that it is a good ending sentence.

Some one may write the sentences on the black-board as they are made.

Read the whole story.

Give it a name.

Write the name above the story on the black-board.

Leave a line between the name and the story.

36

TALKING ABOUT A POEM

A MORTIFYING MISTAKE

I studied my tables over and over, and backward
and forward too;

But I couldn't remember six times nine, and I didn't
know what to do,

Till sister told me to play with my doll, and not to
bother my head.

"If you call her 'Fifty-four' for a while, you'll learn
it by heart," she said.

So I took my favorite, Mary Ann (though I thought
'twas a dreadful shame

To give such a perfectly lovely child such a perfectly
horrid name),

And I called her my dear little "Fifty-four" a hundred times, till I knew

The answer of six times nine as well as the answer of two times two.

Next day Elizabeth Wigglesworth, who always acts so proud,

Said "Six times nine is fifty-two," and I nearly laughed aloud;

But I wished I hadn't when teacher said, "Now, Dorothy, tell if you can,"

For I thought of my doll and—sakes alive!—I answered, "Mary Ann!"

—*Anna M. Pratt.*

What, in this poem, made you laugh?

Why did Dorothy give the funny answer?

Tell some funny answers that you have heard children give in school.

37

A GAME

LEARNING TO USE *I SAW*

Your teacher will let a number of you pass by the window. When you return to your seats, tell in turn what you saw. Try to remember as many things as possible. Try not to use more than one *and*. Begin with "*I saw*."

The child who remembers the greatest number of things is the winner.

1. What did John see?
2. Who saw most?
3. How many more things did Ned see than Mary saw?
4. How many did you see?

38

LEARNING TO COPY

Thomas Jefferson wrote the *Declaration of Independence*. He also wrote many rules which give good advice.

Copy the ones printed below.

Try to learn them as you write them.

1. Never put off until to-morrow what you can do today.
2. Never trouble another for what you can do yourself.
3. Never spend your money before you have earned it.

Here are some other sayings.

Copy two of them and learn them by heart.

1. The early bird catches the worm.
2. Haste makes waste.
3. It is a long road that has no turning.
4. The shoemaker should stick to his last.
5. Don't count your chickens before they are hatched.
6. Don't put your eggs all in one basket.
7. Second thoughts are best.

TALKING AND WRITING ABOUT A PICTURE

What are these children playing?

Name the children.

Tell what each one is doing.

Give the picture a name.

Write a sentence about each of the little girls.

Write a sentence about the doll.

Write another sentence about the picture.

USING THE VOICE

1. Take the position for the breathing exercise.
2. Breathe in deeply.

Breathe out slowly on the sound of *z* in *seem*.

3. Notice that in making this sound your lips are stretched and your mouth is wide.

Your teeth are slightly apart.

4. Repeat exercise 2 ten times.

5. Breathe in deeply.

Starting on middle *C*, sing *z* up the scale while you breathe out.

41

A STORY TO FINISH

On our return from fishing, John and I took a short cut across the field. Suddenly we heard a loud bellow. Looking around, we saw our neighbor's big black bull running towards us. Across the field was a big tree. Could we reach it?

Finish the story by each in turn adding a sentence. Be sure to make a good ending sentence.

42

LEARNING TO WRITE FROM DICTATION

Study the rules written by Thomas Jefferson.

With what word does each rule begin?

With what kind of letter does each rule begin?

What mark is placed at the end?

See if you can spell *until*, *to-morrow*, *trouble*, *another*, *earned*.

Now close your books and write the rules as your teacher reads them to you.

Be careful to put the capital letters where they belong, to place the correct mark at the close of each rule, and to spell each word correctly.

43

A GAME

LEARNING TO USE *TOOK*

One of you may put several pencils, penholders, boxes, books, pictures, rulers, or other objects on a table. A number of you may then pass by the table to see the things on it. The first boy may then take away two or three of the articles without letting any one see them. You may again pass around the table to see if you can tell what he took.

Each child in the row may tell what he thinks the boy took from the table. The first child might say, "Ralph *took* a pencil from the table."

The boy or girl who tells exactly what was taken away wins the game.

Try not to use the word *and* more than once.

44

A STORY

I

HOW THE BLUEBIRD GOT ITS BLUE FEATHERS

The bluebird was once a very ugly color. But it lived near a lake whose waters were blue like the sky.

As the little bird flew over the water one day, it said, "The waters of the lake are blue! Why am I such an ugly color? I wish my feathers were blue like the water!"

Then the bird heard a faint voice calling, "Come, bathe in my blue waters and make your feathers blue! Come, bathe in my blue waters!"

So every morning for four mornings, the little bird bathed in the waters of the lake. And each time after coming out of the water, it sang,

"There's a blue water,
It lies over there;
I bathed in blue water,
Now I'm all blue."

But it was not blue at all! Its feathers were still dull and ugly.

On the morning of the fifth day the bluebird said, "I'll try once more." So in it went again, and when it came out its feathers were a wonderful blue!

The bluebird was so happy that it perched on the branch of a tree and sang a glad song to the blue water and the blue sky.

II

WHY THE COYOTE IS DUST-COLOR

Now, while the bluebird was singing its glad song, the coyote came along. The coyote at that time wore a green coat. He did not like his color.

"How did you get rid of your ugly color?" he asked the bluebird. "You are the most beautiful creature that flies in the air. I want to be blue, too!"

"It is very easy," replied the bird. "Bathe in the

blue water of the lake four days, and then go in again. On the fifth morning you will be beautiful and blue."

"Is that all?" said the coyote. "I can do that."

"You must sing the song, too, each time you come out of the lake. I will teach it to you."

So the coyote learned the song and went into the lake four days. Then he went in again, and this time he came out just as blue as the bluebird.

But the coyote was too proud of his blue coat. He left the bluebird singing its song of happiness, and strutted off. He kept looking around to see if any one was admiring him. At the top of a hill he looked around once more. Then he stumbled and fell. He rolled over and over all the way down the hill! When he picked himself up, he was dusty all over. He shook himself, but the dust would not come off.

And to this day all coyotes are the color of dust.

—*An Indian Legend.*

45

PLAYING THE STORY

Would you like to play the story of the bluebird and the coyote?

Let the lake, as well as the bluebird and the coyote, take part in the play.

Why might you name the lake Bluewater?

Who shall be the lake? the bluebird? the coyote?

What kind of dress would the bluebird wear after the change? Has any one in school a dress or ribbon of that color?

What could the bluebird wear over her dress until the color is changed?

What should the coyote wear?

The lake may have her home just outside the schoolroom.

What does the bluebird say when she sees the lake?

What else does she say?

Then she hears the voice of the lake calling softly.

What does the lake say?

What might the bluebird reply?

How many times must the bluebird go to the lake before her feathers turn blue?

What must she sing each time?

After singing the song the first time, what does she say when she finds that she is still ugly?

What might she say each time?

How does she feel when she comes back the last time and finds herself changed to a lovely blue?

Then she sings her song of gladness:

"I am so happy my feathers are blue!

The secret you told me, Bluewater, is true;

If only this beautiful blue I may stay,

I'll sing to you joyously all through the day."

—S. E. S.

In the second part of the play the coyote meets the bluebird.

What does he say to her?

What does the bluebird reply?

Your teacher will help you in working out the rest of the play.

46

FINDING A STORY IN A PICTURE

Answer each question in a sentence.



1. Where is the little girl?

2. What is she doing?

3. What is she sewing?

4. What is she playing?

5. Where is the doll?

6. What do you see on the floor?

Give a name to the little girl and to her doll.

Give the picture a name.

Tell the story you found in the picture.

47

USING *YOU WERE*

1. *Were* you at the circus, Ned?

2. Oh, yes, I *was* there.

3. *Were* you on time?

4. No, we *were* a little late, but we *were* able to get seats.

The word *were* is always used with *you* whether *you* means one or more than one.

Were is always used when more than one is meant.

Was is used when only one is meant, but it is never used with *you*.

I

The class may have a little talk in which the first child may ask a question using *were you*, and the next may answer the question correctly. Thus:

First child: Were you early for school this morning, Frank?

Second child: Yes, I was here early, Tom.

Third child: Were all the boys and girls early, Mary?

Fourth child: No, they were not all early, Clara.

In this way each child may ask or answer a question, using correctly the word *was* or *were*.

Remember always to use the name of the boy or girl to whom you speak.

II

Copy the following sentences, putting in the word *was* or *were*:

1. We — at the Zoo yesterday.
2. — you afraid of the animals?
3. I — a little afraid of the lion.
4. We thought the elephant — wonderful.
5. — you interested in the monkeys?
6. Oh, yes. They — very funny.

7. We are going again Saturday.
8. I wish you —— going with us.

48

CONTINUING A STORY

Once upon a time, a little worm lived deep in the moist brown earth under a rock.

"Don't go out of the house," said his mother to him one morning. "I heard Bobby Brown say that he was going to dig worms for fishing."

But his mother had no sooner turned her back than away wriggled the little worm as fast as his forty-seven pairs of legs could carry him. Up the long, cool hallway he went and popped his head out into the sunny world.

Now, while he was disobeying his mother, two little sunfish in the brook near by were just as naughty as he was.

"Don't leave the shadow of this nice cool rock," their mother had said. "I heard Bobby Brown say that he was going fishing to-day."

But when she turned to put out a saucer of milk for their pet catfish, away darted her naughty children down the clear stream as fast as their fins could carry them.

Now just at the moment when the little worm and the two little fish were running away, Bobby Brown came down the path toward the brook. In his hands he held _____.

Finish the sentence. Now add sentences in turn around the class until the story is finished.

49

USING THE VOICE

1. Take the position for the breathing exercise.
What must you remember about your shoulders?
2. Breathe in deeply.
Breathe out on the sound of *ō* in *ōh*, *gō*, *gōld*,
lōw, *blōw*.
3. Repeat exercise 2 ten times.
4. Repeat exercise 2 eight times, singing the *ō*
on a new note each time you breathe out.
Breathe out very slowly; make each note
clear and full.

50

LEARNING TO READ A POEM

LEAVES AT PLAY

Scamper, little leaves, about,
 In the autumn sun;
 I can hear the old Wind shout,
 Laughing as you run;
 And I haven't any doubt
 That he likes the fun.

When you've run a month or so,
 Very tired you'll get;
 But the same old Wind, I know,
 Will be laughing yet
 When he tucks you in your snow-
 Downy coverlet.

.

So run on and have your play,
Romp with all your might;
Dance across the autumn day
While the sun is bright.
Soon you'll hear the old Wind say
"Little leaves, good-night."

—*Frank Dempster Sherman.*

In this poem the poet is speaking to the autumn leaves as if they were little children at play.

In the first two lines, what does he tell the leaves to do?

Answer in the exact words of the poet.

In the next four lines, what does he tell the leaves about the wind?

Answer in the exact words of the poet.

These six lines are called a *stanza*.

Now read the first stanza as if you were speaking to the leaves at play.

Answer the following questions, using the poet's exact words.

In the first two lines of the second stanza, what does the poet tell the leaves?

What is he sure the old Wind will be doing when he tucks them in?

In what lines of the second stanza did you find your answer?

Read the second stanza aloud, pretending that the other children are the leaves.

In the first four lines of the third stanza, what does the poet tell the leaves to do?

In the last two lines, what does he say to the leaves?

Read the third stanza to the class, remembering that you are speaking to the leaves at play.

Now read the whole poem.

51

MEMORIZING A POEM

Read silently the poem *Leaves at Play* on page 49.

Do you understand every sentence in the poem?

If you do not, ask your teacher questions about the words or sentences that you do not understand.

When you are quite sure that you understand it all, read the first stanza over until you can say it without the book, always remembering that the poet is speaking to the leaves.

Close your books and, each in turn, say the stanza.

Your teacher will write the stanza on the blackboard as some one says it aloud.

Now open your books and correct any mistakes in the stanza on the blackboard.

Study the stanza again, until you are sure of every word.

Do the same with the second and third stanzas.

Now say the whole poem to the other children.

Learning to say a poem exactly as the poet wrote it is called *memorizing* the poem.

Have you ever memorized a poem before?

Can you remember any poem that you have memorized before?

52

A STORY

BILLY'S HALLOWEEN PARTY

Dressed as a pumpkin, Billy hurried down the street to the Halloween party. At the corner he met Jimmie Brown, his best friend. Jimmie, who was dressed as an Indian chief, decided to scalp the pumpkin. Billy dodged, stumbled over a stone, and landed on his left arm.

"Are you hurt?" asked the Indian chief.

"No," snapped the pumpkin, as he jumped to his feet.

At the party there were ghosts, witches, owls, and cowboys. But all of them were really Billy's friends. Billy forgot his aching, swollen wrist and had a good time. That night, however, he did not sleep. When he went to the doctor's the next day, he was told that the bones in his wrist were badly broken.

A few days later, when Billy came home from the hospital with his arm in splints, he was the hero of the day to Jimmie and the rest of the boys.

—A Pupil.

How was Billy dressed for the party?

What part did Jimmie take?

What did Jimmie try to do? What happened?

Why was Billy a hero?

53

TALKING ABOUT HALLOWEEN

Have you ever been to a Halloween party?

What did you wear?

What Halloween ghosts or goblins did you see
on the way to the party?

What games did you play?



Here is a Halloween picture.

Joe did not go to a Halloween party.

He had a good time at home.

Tell the story of Joe's pumpkin.

How did he make it?

What was he going to do with it?

Tell about the fun he had with it that night.

54

LEARNING TO USE WORDS

Write a little story, telling about a Halloween prank you once played or saw played.

Use in your story as many of the following words as you can.

dark	ghost	danced
spooky	goblin	crept
frosty	moonlight	glared
jolly	Halloween	screamed
frightened	streets	stole
cloudy	witch	laughed
gloomy	lane	shrieked
ghastly	tricks	shuddered

55

LEARNING TO USE *THERE IS* AND *THERE ARE*

There is a thrush's nest in the maple tree. *There are* three baby birds in it. *There is* the father bird now, coming to feed them. I am glad *there are* no cats in our yard.

I

Answer each of the following questions in a sentence.

1. How many nests are meant in the first sentence?
2. How many baby birds are spoken of in the second sentence?
3. How many father birds are there?

4. Does the fourth sentence tell of one cat or more than one?

When do you use *there is*?

When do you use *there are*?

II

The class may divide into two groups. Each pupil in Group I may ask a question, using *is there* or *are there*, and each pupil in Group II may answer one of the questions, using *there is* or *there are*, thus:

First pupil: Are there two cows in the barn?

Second pupil: No, there is only one cow.

III

Copy the following sentences, putting in the word *is* or *are*. Remember to use *there is* when you mean one, and *there are* when you mean more than one.

1. — there one book on the table?
2. No, there — four books.
3. There — hundreds of books in the library.
4. There — one sheet of paper on my desk.
5. There — a pencil, too.
6. There — several books in my desk.
7. There — four windows in the room.
8. There — only one door.
9. How many pupils' desks — there?
10. There — one teacher's desk.

56

A STORY TO FINISH

I once knew two girls who had nineteen cats. They had old cats, young cats, and cats with little kittens. With this big family they lived in the country on a farm. They took great care of their pets, and yet something was always happening to them.

One day the kittens were frisking about in front of the house. Not far away was a railroad track. Suddenly, a loud whistle announced that the five o'clock train was coming around the curve. Away darted Snuff, the little yellow kitten, straight for the track! The girls ran after him as fast as their feet could carry them.

Finish the story.

The following suggestions may help you:

1. Snuff was not killed nor even hurt.
2. Where did the girls see him as the engine rushed on?
3. Perhaps he gave a sudden spring.
4. Where might he have landed?
5. What did the girls do?

Several of you may tell your endings.

The class may decide by vote which ending was most interesting.

They may also decide who talked best.

Remember that the best talker will not use the words *and* and *so* too many times. He will also speak the endings of his words clearly.

A STORY

OLD MAN RABBIT'S THANKSGIVING DINNER

Old Man Rabbit sat at the door of his little house eating a juicy turnip. It was a cold, frosty day; but as he was all wrapped up, round and round and round, with yards and yards and yards of his best red muffler, he didn't care if the wind did whistle through his whiskers and blow his ears up straight.

Early in the morning he had started off, lippity, clippity, down the little path that led to Farmer Dwyer's corn patch. On his back he carried a big bag.

In the corn patch he found three fat red ears of corn that Farmer Dwyer had missed. These he dropped into his bag. A little farther on he found a few purple turnips, some yellow carrots, and four russet apples.

Then he went on his way to Farmer Dwyer's barn. Squeezing himself under the big barn door, he was soon inside. There he filled all the chinks in his bag with potatoes. He also took two eggs in his paws, for he thought he might want to stir up a little pudding.

Then Old Man Rabbit started down the little brown path toward home.

When he came to his little house, he emptied his bag. The corn he put in one pile, the carrots in another, the turnips in another, and the apples and potatoes in another.

Next, he decided to make his pudding. So he beat up the two eggs, stirred in some flour, and filled the batter with currants. When he had put the pudding into a bag, he set it on the stove to boil. Well satisfied with his work, he sat down on his doorstep to eat a turnip.

Now, while Old Man Rabbit sat on his doorstep munching his turnip, he heard a little noise in the leaves. It was Billy Chipmunk who made the noise, for he was running home to his nest in the stone wall.

"Good morning, Billy Chipmunk," said Old Man Rabbit. "Why are you running so fast?"

"Because I am cold," answered Billy Chipmunk. "I'm hungry, too. It's going to be a hard winter, a very hard winter. There are no apples left. I've been looking all the morning for an apple, but not one could I find."

And Billy Chipmunk went chattering by, his fur standing out straight in the wind.

No sooner had he passed than Old Man Rabbit saw Molly Mouse creeping along the path, her long gray tail rustling the red leaves.

"Good morning, Molly Mouse," hailed Old Man Rabbit.

"Good morning," squeaked Molly Mouse in a wee little voice.

"You look unhappy," remarked Old Man Rabbit, taking another bite of his turnip.

"I have been looking and looking for an ear of corn," said Molly Mouse. "But the corn has all been harvested. It's going to be a hard winter, a very hard winter." And Molly Mouse hurried on her way.

Pretty soon, Old Man Rabbit heard somebody come hop, hop, hopping up his path.

"Why, it's Tommy Chickadee," cried Old Man Rabbit. "Good morning, Tommy."

But Tommy Chickadee was too vexed to remember his manners. He just chattered and scolded. For he, too, was cold, and he couldn't find a single crumb or berry to eat.

Then away he flew, his feathers so puffed out with cold that he looked like a little round ball. And all the way, he chattered and scolded.

When Old Man Rabbit had finished eating his turnip, he went into the house to poke the fire in his stove. The pudding, as it boiled and bubbled and bumped in the pot, was filling the place with a delicious odor.

Now, while Old Man Rabbit stood there, rubbing his hands and looking over his store of corn and carrots and turnips and apples and potatoes, he had an idea. It was such a funny, puzzling idea that he had to scratch his head with his left hind foot. But the idea pleased him, too. He decided to invite Billy Chipmunk, Tommy Chickadee, and Molly Mouse to dinner.

So he sent out the invitations at once, and you may well believe they were accepted.

Then off came Old Man Rabbit's red muffler in a jiffy, and on went his gingham apron. Taking his best red tablecloth from the drawer, he put it on the table. Next, he set the table with his gold-banded dinner set.

By the time he had done this, the pudding was boiled. So he lifted it from the kettle and set it in the middle of the table. Around the pudding he heaped the corn and carrots and turnips and apples and potatoes.

At last, he took down his dinner bell and rang it hard, calling in a loud voice, "Dinner's ready! Come to dinner, Billy Chipmunk, Tommy Chickadee, and Molly Mouse!"

And come they did, helter-skelter. They brought their friends, too. Tommy Chickadee brought Rusty Robin, who had a broken wing and had not been able to fly south for the winter; Billy Chipmunk brought

Chatter-Chee, a lame squirrel whom he had invited to share his hole for a few months; while Molly Mouse brought Field Mouse, a very distinguished-looking young gentleman with long whiskers.

When they came tumbling in at Old Man Rabbit's door, and saw the table with the steaming pudding in the center, they forgot their manners. Each one began to eat as fast as he could gobble.

But Old Man Rabbit didn't care. Gracious, no! He was too busy waiting on his guests. He gave all the currants from the pudding to Tommy Chickadee and Rusty Robin. The juiciest turnips he selected for Molly Mouse and her friend, the largest apples for Billy Chipmunk. So busy he was that he had no time to eat a bite of dinner. But what did he care? Just to see his hungry friends eat made him feel warm and full inside.

When every single crumb was gone from the table, Tommy Chickadee hopped up on the back of his chair and chirped, "Three cheers for Old Man Rabbit's Thanksgiving Dinner!"

"Hurrah! Hurrah!" they all twittered and chattered and chirped.

Then wasn't Old Man Rabbit surprised? You see, he had given a Thanksgiving dinner without knowing it was really and truly Thanksgiving Day.

—*Carolyn Sherwin Bailey.*

From "For the Story Teller."

Published by Milton Bradley.

Read this story aloud, paragraph by paragraph in turn around the class.

What must you remember about your standing position? About your voice?

58

TALKING ABOUT THE STORY

Why did Old Man Rabbit go to Farmer Dwyer's farm?

What did he bring home?

For whom did he make the pudding?

As he sat on the porch eating his turnip, what friends of his passed by?

What did each one say?

What made Old Man Rabbit get his funny idea?

What was his funny idea?

Tell about the party.

What did Tommy Chickadee say at the end of the party?

What did Old Man Rabbit think about it?

59

RE-TELLING THE STORY

Tell the story of Old Man Rabbit's Thanksgiving dinner.

You may begin in this way:

Old Man Rabbit gave a Thanksgiving dinner. He didn't know he was giving it. It happened in this way:

60

PLAYING THE STORY

Act the story of Old Man Rabbit's trip to the farm.

Act the story of Old Man Rabbit and his neighbors.

Act the story of the Thanksgiving party.

TALKING ABOUT A PICTURE

Look at the picture of the Rabbit family getting ready for winter.

Tell some of the things that the Rabbit family have to be thankful for.



Be sure to tell each one in a separate sentence. Do not use the word *and*.

Suppose you were old Father Rabbit. Speak as you think he would speak, if he were telling Mr. Squirrel how many things the rabbits had to be thankful for.

Tell the story that Mr. Squirrel might tell old Father Rabbit.

62

TALKING AND WRITING ABOUT THANKSGIVING

When does Thanksgiving Day come?

What is the meaning of Thanksgiving Day?

Tell in a sentence one thing your pet cat or dog has to be thankful for.

Write the sentence on the blackboard.

Tell what some wild animal has to be thankful for.

Write the sentence on the blackboard.

Tell one thing that you have to be thankful for.

Write the sentence on the blackboard.

With what kind of letter does each sentence begin?

With what does each sentence end?

63

SPEAKING WORDS CORRECTLY

WHEN, WHERE, WHY

Stand for breathing exercise.

Form your lips for a whistle.

Take a deep breath.

Blow out, but do not make a whistling sound.

This is the way to make the *wh* in *when*, *where*, and *why*.

Now take another deep breath.

Blow out, saying the word *why*.

Do the same with *when* and *where*.

Read the following poem.

Find all the *wh* words.

How many lines has each stanza?

Read around the class, stanza by stanza. The first pupil may ask the question, the second answer it, and so on. Be careful of your pronunciation of the *wh* words.

What must you remember about your voice?

BABY

Where did you come from, baby dear?

"Out of the everywhere into the here."

Where did you get those eyes so blue?

"Out of the sky as I came through."

What makes the light in them sparkle and spin?

"Some of the starry spikes left in."

Where did you get that little tear?

"I found it waiting when I got here."

What makes your forehead so smooth and high?

"A soft hand stroked it as I went by."

Whence that three-cornered smile of bliss?

"Three angels gave me at once a kiss."

But how did you come to us, you dear,

"God thought about you, and so I am here."

—George MacDonald.

64

LEARNING TO SAY *PLEASE*

1. Hand me that pencil.
2. John, please hand me that pencil.

If you were John, which of these two requests would you obey more cheerfully? Why?

What word makes the difference?

Notice, also, that it is more courteous to use the name of the person to whom you are speaking.

Each child in the first row may make a request of some one in the last row. Be sure to name the person and to use the word *please*.

The child who is spoken to must be sure to answer courteously.

Copy the following lines and learn them.

Politeness is to do and say

The kindest thing in the kindest way.

65

LEARNING TO USE *TO*

"Are you going *to* the woods, this morning, Ed?"

"No, Ray. I want *to* finish this bird box first. The birds have already begun *to* arrive. Then I am going *to* plant my garden. I'll go *to* the woods with you this afternoon."

When you say "*to* the woods" or "*to* plant," you use the word *to*.

Read the sentences again.

If there is any word you cannot spell, learn it.

Notice with what kind of letter each sentence begins.

Notice the mark at the end of each sentence.

Notice how *to* is spelled in each sentence.

Now close your books and write the sentences as your teacher dictates them.

Exchange papers.

Open your books and correct mistakes.

66

TALKING AND WRITING ABOUT A POEM

WHO WAS SHE?

As I was going down the walk,
So pleasant, cool, and shady,
Right in the middle of the path
I met a little lady.

I made to her my sweetest bow;
She only walked on faster.
I smiled and said, "Good morning, ma'am,"
The moment that I passed her.

She did not notice me at all;
I really felt quite slighted;
I thought, "I'll follow you, I will,
Although I'm not invited."

Perhaps you think me very rude;
But then she looked so funny;
From head to foot all dressed in fur,
This summer day so sunny.

She didn't mind the heat at all;
 But wrapped the fur around her,
 And hurried on as if to say,
 "I'll tend to my own gown, sir."

I followed her the whole way home;
 Her home was in my garden
 Beneath my choicest vines,—and yet
 She never asked my pardon.

I never heard her speak a word;
 But once I heard the miller
 Coming down the sidewalk say,
 "There goes Miss Caterpillar."

—*Selected.*

Read the poem to yourself.
 Play you are the person telling the story.
 Answer in a sentence each question below.

1. Whom did you meet?
2. What did you say?
3. What did the lady do?
4. How was the lady dressed?
5. Where was her home?
6. How did you find out her name?

Put several of your sentences together in writing.

Follow the model, *A Clever Monkey*, on page 18 in putting your sentences together.

One of you may write your sentences on the blackboard.

SPEAKING PAIRS OF WORDS CLEARLY

Take the position for the breathing exercise.
Breathe in. Breathe out on the word *have*.
Repeat five times.

Now say slowly, pausing between the words:

would.... have
could.....have
might.... have
musthave
should....have
may.....have

Read the following sentences aloud, watching carefully the pairs of words in the list you have been learning to speak clearly.

1. I *could have* gone to the Zoo to-day if it had not rained.
2. I *could have* had a kitten, but I was afraid that my dog Snap would not make friends with it.
3. Mother *might have* let me go camping if my brother *could have* gone too.
4. There comes John all wet! He *must have* fallen into the brook.
5. Mary *should have* put on her overshoes when she crossed the muddy street.
6. Jack is late; he *must have* taken the wrong road.

Write sentences, using each of these pairs of words.

Read the sentences aloud, speaking the pairs of words very carefully.

68

MEMORIZING A POEM

A BOY'S SONG

Where the pools are bright and deep,
Where the gray trout lies asleep,
Up the river and o'er the lea,
That's the way for Billy and me.

Where the blackbird sings the latest,
Where the hawthorn blooms the sweetest,
Where the nestlings chirp and flee.
That's the way for Billy and me.

Where the mowers mow the cleanest,
Where the hay lies thick and greenest.
There to trace the homeward bee,
That's the way for Billy and me.

Where the hazel bank is steepest,
Where the shadow lies the deepest,
Where the clustering nuts fall free,
That's the way for Billy and me.

—James Hogg.

Read the poem silently.

Which stanza do you like best?

Study this stanza, as you did the stanzas in
Leaves at Play, until you know it by heart.

Close your books. Now write the stanza you learned.

Open your books. Correct any mistake that you have made.

Now four of you may recite the poem, stanza by stanza.

Be sure to speak the word *where* correctly.

69

A STORY

AT THE SIGN OF THE DOGWOOD

In olden days, the hotels where travelers stopped for rest and food were called inns. Like the hotels of to-day, each inn had a name. But its name was not painted in letters over the door. Instead, on the sign-board swinging in front of the door a picture was painted, and the inn was known by the picture on its sign. There were "Black Horse" inns, "Golden Crown" inns, "Red Lion" inns, "Golden Dragon" inns, and a great many others. Perhaps one of the quaint old signs is still to be found in your neighborhood.

This story is about an inn that was kept, not for travelers on the road, but for the travelers of the air—the birds. Its keeper was a boy named Roger, who called it the "Sign of the Dogwood."

Outside Roger's window is a graceful dogwood tree. In the spring, its clusters of white blossoms look like great swarms of fairies flitting through the air. Perhaps that is why the birds love to swing to and fro on its branches.

Last fall the tree was loaded with bunches of bright red berries. But when the busy robins discovered them,

they disappeared at a great rate down the hungry throats of the red-breasts. Roger often watched the little fellows from his window, surprised to see how quickly they were stripping the tree.

Finally, however, the robins flew away on their long journey south, and the "Sign of the Dogwood" was deserted.

One snowy day, as Roger looked out, he saw some new guests arriving at the "Sign of the Dogwood." There was a whole flock of juncos, or snowbirds, and some cheery little chickadees. But as the robins had eaten all the berries, little food was left for the hungry songsters. Roger felt very sorry for them. Then a happy thought came to him. "Mother," he said, "may I feed the birds? They are so cold and hungry."

"Yes, indeed, you may," said mother; "but be sure to put the food where Kitty can't reach it."

Roger went to the kitchen for some suet, which he nailed to the tree. Then with bits of red ribbon he tied apples and ears of corn to the branches.

"It's a Christmas tree for the birds, mother," he called. "I'm going to keep it trimmed all winter."

Later on, Roger made a feeding box with a top to keep out the snow and rain. Every day he put out bread crumbs and cracked corn, and his bird friends soon grew to know him. All through the winter they came regularly to their meals—cardinals, chickadees, juncos, and nuthatches, with now and then a stray bluebird who had braved the cold and the snow. The birds all agreed that there was no place in the neighborhood like "The Sign of the Dogwood."

How did Roger feed the birds in the winter?

Why did he call the tree the *Sign of the Dogwood*?

70

TALKING AND WRITING ABOUT BIRDS

1. What kind of tree is near your home?
2. What birds have you seen there in the spring?
3. What birds have you seen in the winter?
4. What do you give them to eat?
5. Why is it not necessary to feed the birds in the summer?
6. When it is hot and dry, what do the birds need?
7. What kind of tree is near your school?
8. Would you like to feed the birds in that tree?
9. What name will you give the tree?

Under the heading, *My Bird Friends*, write a list of all the birds you know. Put a line under the one you like best.

71

TALKING ABOUT A PICTURE

What kind of bird is shown in the picture?

Where is his home?

Did you ever see one of these birds? Tell the class about it.

Did you ever hear one?

What kind of noise does he make?

What is the boy doing?

If the bird could speak, what do you think he would say?

Write a story, telling how the boy and the bird became friends.

Here are some suggestions that may help you:

1. Perhaps it was winter.



2. Perhaps the snow was so deep that the bird could find no food.
3. Did he hear the boy calling him?
4. He was afraid of the boy at first, was he not?
5. Is the bird afraid now?

72

WRITING QUESTIONS AND ANSWERS

Read the first sentence of the story *At the Sign of the Dogwood* to yourself.

Ask a question about this sentence.

Write the question on the blackboard.

Answer the question in a sentence.

Write the answer on the blackboard.

Select two sentences from the story.

Ask questions about these sentences.

Answer these questions in sentences.

Write both questions and answers on the blackboard.

Explain the name of the story.

73

LEARNING TO USE LIE

Most animals *lie* down when they go to sleep. The horse *lies* on his side in the stable or in the field. The chipmunk *lies* rolled up in a ball on a branch of a tree. The polar bear *lies* down on the ice. The elephant does not *lie* down to sleep.

1. How do you *lie* when you go to sleep?
2. In what position does a dog *lie* when sleeping?
3. How does a cat *lie*?
4. Do birds *lie* down when they go to sleep?
5. Do monkeys *lie* down when they go to sleep?
6. Where do cows like to lie on a hot day?
7. Tell how some other animals *lie* when they rest.

74

LEARNING TO USE *LIE*, *LAY*, AND *LAIN*

"*Lie* down, dear," said mother. "You must be tired."

"But I *lay* down for half an hour after luncheon," replied Dorothy. "I *have lain* down every day this week."

"Yes," answered mother, "but look at Fido *lying* before the fire. He *lies* down every chance he gets."

I

1. What did mother tell Dorothy to do?
2. When did Dorothy lie down?
3. What did she say she had done every day?
Answer in her own words.
4. What is Fido doing?
5. How often does he lie down?

The word *lie* means *to rest*.

You will notice that *lain* is helped by the word *have*.

It may also be helped by *has*.

Lay never has a helper.

II

Read the following sentences, putting in *lie*, *lay*, *lain*, or *lying*.

1. Bob is — under the big oak tree.
2. He has — there a long time.
3. He — down after his tramp in the woods.
4. Fido — by his side.

5. They will — there until dinner time.
6. We often — under the trees.
7. We have — there for hours at a time.
8. Our cat always — in the sun.
9. Last night she — by the fire.
10. Fido has — by the fire for three nights.

III

Copy sentences 2, 3, 7, 8, and 9, putting *lie*, *lay*, or *lain* in each space.



75

WINTER FUN

A COASTING SONG

Gliding, sliding!
 Down the hill we go.
 Sliding, gliding,
 O'er the glist'ning
 snow.

Swinging, singing!
 Round the curves we
 tear.

Singing, swinging!
 Sleds are everywhere!

Talking, walking!
 Up the hill we go.
 Walking, talking!
 How we love the snow!
 —C. I. O



76

SPEAKING WORD ENDINGS CLEARLY

Read the *Coasting Song*, speaking every word ending clearly.

Make the *ing* endings ring.

Say these words slowly:

gliding

swinging

talking

sliding

singing

walking

See how many *ing* words you can find in your book in five minutes.

Write them down.

Read your list, speaking your *ing* endings carefully.

77

RE-TELLING A STORY

HOW A THISTLE SAVED SCOTLAND

The Scots were brave and free. They lived in their island home where their fathers had lived before them. They had fields of grain in the valleys and flocks of sheep and herds of cattle feeding on the rugged hillsides.

At last, Northmen, who lived across the sea, came to rob and plunder the country. The brave Scots collected an army and drove the invaders away many times, but they always came back again.

Then came a time when the Northmen landed on the Scottish shores at night. The armed Scots were encamped near by; but, believing that their enemies were far away across the sea, they were fast asleep.

Just before daybreak, the daring robbers began to steal up the hill to surprise the sleeping army. At that same instant the sun peeped over the hilltop and saw the danger to the Scots. It shone in the eyes of the sleeping men and tried to waken them, but they slept as soundly as before. Then the morning breeze awoke and blew on the faces of the warriors, but it could not waken them.

Silently the Northmen advanced, until they had almost reached the slumbering Scots. Then one of them stepped on a thistle with his bare foot, and his cry of pain aroused the sleepers. They sprang to their feet shouting, "The Northmen are coming! The Northmen are coming!"

They soon drove the robbers back to their ships; and since that time the Scots have always loved the thistle.

—*Scottish Legend.*

Read the story silently.

Close your books.

One of you may tell the story to your classmates.

They will tell whether or not you omitted or changed anything when you told the story.

Open your books and read the story again.

Now close your books.

Who will tell the story without omitting or changing anything?

Try to make a good beginning sentence and a good ending sentence.

Remember not to use *and* too often.

Try to make every one hear.

78

A GAME

SPEAKING WORDS CORRECTLY

Say after your teacher the words in the following list:

hundred	eleven	chimney
umbrella	picture	figure
bakery	children	handkerchief

Play the game with the words *something, yesterday, did you*.

The class will divide into two camps, and the game will be played in this way:

First pupil in Camp I: I saw something yesterday.

First pupil in Camp II: What did you see?

First pupil in Camp I: I saw eleven cows.

In this way each pupil in Camp I will tell something that he saw yesterday, using in his answer one of the words in the list given, and each pupil in Camp II will ask the question, "What did you see?"

All the pupils who say, "I saw," and who pronounce correctly *something, yesterday, what did you*, and the word they choose from the list will be winners in the game.

Make a sentence using the word *umbrella*.

Write your sentence on the blackboard.

Some one may read it.

Do the same with other words in the list.

TALKING ABOUT A PICTURE

1. What do you think has happened to this car?
2. What is the man without his coat looking at?
3. Why are they not at work?



4. How may the little country boy be able to help the men?

Write three or four sentences about the picture.

Follow the model, *A Clever Monkey*, on page 18 when you put your sentences together.

Tell about an automobile accident that you have had, have seen, or have heard of.

80

USING CAPITAL LETTERS

I

DAYS OF THE WEEK

Solomon Grundy,
Born on Monday,
Christened on Tuesday,
Married on Wednesday,
Took ill on Thursday,
Worse on Friday,
Died on Saturday,
Buried on Sunday;
This is the end
Of Solomon Grundy.

This is an old nursery rime. It tells in their order the names of the days of the week.

With what kind of letter does the name of each day begin?

What day of the week is this?

On what day will Christmas come this year?

On what day does Thanksgiving come?

Write the names of the days of the week.

The name of each day in the week begins with a capital letter.

II

NAMES OF MONTHS

January brings the snow,
Makes our feet and fingers glow.

February brings the rain,
Thaws the frozen lake again.

March brings breezes loud and shrill,
Stirs the dancing daffodil.

April brings the primrose sweet,
Scatters daisies at our feet.

May brings flocks of pretty lambs,
Skipping by their fleecy dams.

June brings tulips, lilies, roses,
Fills the children's hands with posies.

Hot July brings cooling showers,
Apricots and gilly flowers.

August brings the sheaves of corn,
Then the harvest home is borne.

Warm September brings the fruit,
Sportsmen then begin to shoot.

Fresh October brings the pheasant,
Then to gather nuts is pleasant.

Dull November brings the blast,
Then the leaves are whirling fast.

Chill December brings the sleet,
Blazing fire and Christmas treat.

—*Sara Coleridge.*

Answer each of the following questions in a sentence.

1. What months are named in this rime?

2. With what kind of letter does the name of each month begin?
3. In what month were you born?

Write the answers to the following questions.
Be sure that each answer is a sentence.

1. What is the first month in the year?
2. In which month does Washington's Birthday come?
3. Which is the windy month?
4. Which is the month of showers?
5. In which month does Memorial Day come?
6. Which month is called the month of roses?
7. In which month do we celebrate Independence Day?
8. What is the next month called?
9. In which month does Labor Day come?
10. In which month do we go nutting?
11. In which month does Thanksgiving come?
12. In which month does Christmas come?

Write the names of all the months in order.

The name of each month begins with a capital letter.

81

LEARNING TO COPY

Copy the following rime, being sure to get all the capital letters right.

First read it through silently.

Next read it through aloud.

Then write it.

Thirty days hath September,
April, June, and November.
All the rest have thirty-one
Excepting February alone,
Which hath but twenty-eight in fine,
Till Leap Year gives it twenty-nine.

82

A STORY TO FINISH

Spick and Span were two cunning puppies. Every day their mistress brushed their hair and tied pretty



ribbons around their necks. Then she sent them into the yard to play.

One morning while they were frisking about, they heard a great noise on the other side of the fence. Dogs were barking, cats miaowing, and boys yelling. What was it all about?

Some one had left the gate open. So out darted Spick followed by Span to see what was the matter.

Finish the story.

The following questions may help you.

1. What did Spick and Span see?
2. What were the dogs, the cats, and the boys doing?
3. What did Spick and Span do?
4. What happened to them?
5. When they returned home, did they look "spick and span"?

Read the questions silently.

Answer them silently.

After a few minutes of silent work, several of you may come forward in turn and finish the story.

The rest of you may decide whose story was best.

Remember that the best story-teller will not use *and*, *so*, or *then* too often.

Remember, also, that he will make a good ending sentence.

83

ABBREVIATING NAMES OF DAYS OF THE WEEK

Some of you were named after your fathers or mothers, and some were named after great men and women. Did you ever wonder where the days of the week got their names?

Sunday is the sun's day.

Monday is the moon's day.

Tuesday, Wednesday, Thursday, and Saturday are all named after gods in whom the people of olden times used to believe.

Friday is named after a goddess.

Sometimes, in business matters, when haste is necessary, these names are written in a short form, as follows:

Sunday,	Sun.	Thursday,	Thurs.
Monday,	Mon.	Friday,	Fri.
Tuesday,	Tues.	Saturday,	Sat.
Wednesday,	Wed.		

This shortened form of the name is called an *abbreviation*.

What mark always follows the abbreviation?

Do not use the abbreviations in your stories.

84

ABBREVIATING NAMES OF THE MONTHS

Some of the names of the months are so short that they are never abbreviated, but the others are abbreviated as follows:

January,	Jan.	October,	Oct.
February,	Feb.	November,	Nov.
August,	Aug.	December,	Dec.
September,	Sept.		

March and April are sometimes abbreviated,
Mar. and *Apr.*

With what kind of letter does the name of each month begin?

What mark follows each abbreviation?

Which months are never abbreviated?

Do not use the abbreviations in your stories.

85

TALKING AND WRITING ABOUT A PICTURE

Give the newsboy
a name.

What will you
name the dog?

Where do you
think the boy found
the dog?

Why is he holding
him in his arms?

What is he going
to do with him?

Make four or five
sentences about the
boy and the dog.



86

USING CAPITAL LETTERS

THE NAMES OF HOLIDAYS

In our school, we celebrate all of the holidays that come in the school year.

The first holiday after school begins is Thanksgiving. The day before, we talk and write about the Pilgrims and their first Thanksgiving in Plymouth.

At Christmas time, we always have a tree and a Christmas play. We decorate our room with holly and pine. Sometimes we dress dolls or make other presents for children who might not have a Merry Christmas.

On St. Valentine's Day, we decorate a large box with hearts and arrows. We put our valentines into this box, and in the afternoon, the postman, who is one of the children, gives them out. It is great fun!

Washington's Birthday is one of the most interesting holidays. The day before, we come to school prepared to tell something about Washington. We also have recitations, plays, and patriotic songs.

There are four other holidays in our school year,—Easter, Arbor Day, Memorial Day, and Flag Day.

Tell how you celebrate these holidays in your school.

Have you any other holidays in your school year?

What holidays come during the school vacation?

Write their names on the blackboard.

With what kind of letter does the name of each holiday begin?

Close your book, and write a list of all the holidays you can remember.

Write three or four sentences, telling how you celebrate one of the holidays, either at school or at home.

Find the names of the holidays on page 199.

The name of a holiday begins with a capital letter.

87

RIMING WORDS

THE FAIRIES' SHOPPING

Where do you think the fairies go
To buy their blankets ere the snow?

When autumn comes with frosty days,
The sorry, shivering little fays

Begin to think it's time to creep
Down to their caves for winter sleep.

Where on the hillside rough and steep,
Browse all day long the cows and sheep,

All summer long the mullein weaves
His soft and thick and woolly leaves.

Warmer blankets were never seen
Than their broad leaves of fuzzy green.

The only bedsteads that they need
Are silky pods of ripe milkweed.

Their shopping done, the fairies cry,
"Our summer's gone! Oh sweet, good-by!"

And sadly to their caves they go
To hide away from winter's snow.

And then, though winds and storms may beat,
The fairies' sleep is warm and sweet.

—*Margaret Deland.*

Read aloud the last word in each line of the first stanza of the poem, *The Fairies' Shopping*.

What do you notice about the sound of these words?

Read the last word in each line of the second stanza.

You will notice the same thing about the sound of these words.

When words at the end of a line of poetry sound alike, they are said to rime.

Find the words that rime in the other stanzas of this poem.

Write down another word that rimes with *seen*.

Write two other words that rime with *snow*. The letters need not be the same, but the sound must be the same.

88

A RIMING GAME

I

Guess the missing letters in the following list, and you will have words that rime with *seen*.

The one who guesses the greatest number of words wins the game.

b -- n (something to eat)

gr -- n (a color)

J -- n (a girl's name)

k -- n (sharp)

l -- n (not fat)

m -- n (not generous)

qu -- n (a ruler)

II

Guess the missing letters in the following list, and you will have words that rime with *snow*.

b - w	J - e	s - - w
cr - w	l - w	s -
d - - - h	m - w	t - e
f - e	n -	t - w
g -	r - w	w - e
h - e	s - w	wh - - !

The one who guesses the greatest number of words wins the game.

Notice that the first letters of the words in the list follow the order of the alphabet.

Find words that rime in other poems in your book.

Repeat some riming lines from a poem that you have learned.

III

Find the words in the second column that rime with the words in the first column:

1	2
time	cloud
line	sound
mane	moon
round	sun
won	mine
soon	rain
crowd	rime

The ends of the words must sound exactly alike or they are not true riming words.

89

TALKING ABOUT A PICTURE

Who is the man?

What has he been doing?

What is he taking out of his sleigh?



What do the letters on the sleigh mean?

Give the boy a name.

Why does he look pleased?

What will the man say to him?

What will the boy reply?

Tell the story of the picture.

90

TELLING STORIES ABOUT A PICTURE

I

Tell a story about the man. These questions may help you.

1. Where will he go next?
2. Will he stop at the homes of other boys and girls?
3. Will they be watching for him?
4. Will they come out to meet him?
5. What gifts do you think he has in his sleigh for other boys and girls?
6. Would Santa Claus be a good name for him?

II

Tell a story about the boy.

1. Do you think he is glad it snowed hard last night? Why?
2. Is he pleased with his sled?
3. Where will he go with it?
4. Will he meet other boys?
5. Will they have sleds, too?
6. How will they spend the day?

91

TALKING ABOUT CHRISTMAS

WHY CHILDREN HANG UP STOCKINGS ON CHRISTMAS EVE

One Christmas Eve long ago, little Margot, her brother Dick, and her cousins, Ned and Sara, came into the house after making a snow man. Their clothes

were damp, their mittens were dripping, and their shoes and stockings were wet through and through. So the children were sent to bed, and their clothes were hung up to dry. The shoes were placed on the hearth, and the stockings were hung in a row by the chimney, right over the fireplace.

That was the reason Santa Claus noticed them when he came down the chimney that night. As he was in a great hurry, he stuffed the toys into the stockings and dashed up the chimney.

"I wish they would all hang up their stockings," he thought, as he drove to the next chimney. "It would save me a lot of time."

On Christmas morning, when Margot and Dick and Ned and Sara found their stockings full of toys, they shouted with glee. There were so many toys in them! They ran and told all their friends, who, in turn, told their friends, and pretty soon all the children in the world had heard the story. So it came about that on his next visit Santa Claus found all children's stockings hanging by the chimney.

Since then, children have never forgotten to hang their stockings by the fireplace on Christmas Eve.

—*Adapted—L. Frank Baum.*

Margot and her brother and cousins were outdoors making a snow man on Christmas Eve.

What kind of weather do you like for Christmas?

What do you like to play at Christmas time?

The children who live in California or in Florida have flowers instead of snow at Christmas time.

Have you ever spent Christmas in a warm climate? Tell about it, if you have.

Christmas flowers grow in all climates, cold as well as warm.

Name some Christmas flowers.

92

A STORY TO FINISH



What do you think the Christmas tree that is being taken to the town for Christmas might say to his brother in the forest as he leaves? Is he glad or is he sorry?

He might say:

"Oh, my brother, I am sorry to leave you and the dear forest, but I have heard of the wonderful flowers

that bloom on the Christmas trees in the houses of men. I have long wanted to be chosen, and now my turn has come."

Finish the story, telling what happened to the tree in town.

Here are some ideas that may help you in making your story. You might tell about:

1. His journey in the freight car.
2. Waiting on the pavement for a buyer.
3. Being carried home.
4. What happened on Christmas Eve.
5. What happened on Christmas morning.

93

SPEAKING WORDS IN GROUPS CLEARLY

Read the following groups of words aloud, speaking the beginning and ending of each word clearly.

two of *them*
saw *them*
a number of *them*
finding *them*
speaking to *them*
giving *them*

Write six sentences, each containing one of these groups of words.

Read the sentences aloud, speaking each word clearly.

Think of other words that you can use with the word *them* in sentences.

Write sentences with these groups of words.

Read your sentences aloud, watching the word *them* each time you speak it.

Read the following paragraph, speaking the word *them* clearly.

There were twenty children at Ruth's birthday party. Eight of them were boys. The children played games all the afternoon. A number of them won prizes. When their parents came to take them home, they found them having such a merry time that they allowed them to stay a few minutes longer.

94

WATCHING FOR SAINT NICK

The snow was so white,
 And gay was the holly;
 The moon shone so bright,
 The world was so jolly!
 The cold was so nipping
 It sent the blood tripping!
 "Oh, Christmas is coming!"
 Sang Peter and Polly.

Outside was the snow.
 Inside was the holly,
 A logfire's glow,
 And laughing Aunt Molly;
 Two children all giggly,
 With hearts that were wiggly.
 "To-morrow is Christmas!"
 Sang Peter and Polly.

When snuggled in bed
Neath covers so downy,
Each nodded a head
Like a mischievous brownie:
"Pretend to be sleeping;
But, 'sh! we'll be peeping;
But mustn't scare Santa,
Or make him look frowny!"

The wind, creeping in,
Fanned the little flushed faces;
The moon, peeping in,
Brightened shadowy places;
Jack Frost, rap, rap, rapping,
On window-panes tapping,
Made pictures that looked
Like the loveliest laces.

And Santa crept in.
There's really no knowing
The way he stepped in,
Unless the moon's going
To tell you and me
The things she can see.
But there he stood laughing,
And started tip-toeing.

With head to one side,
He listened—eyes twinkling.
A bag he untied,
His jolly face crinkling
Into smiliest crinkles!
The merriest wrinkles!
The harder he chuckled,
The more it was wrinkling.

The stockings, now quick!
 Slyly winking at Polly's:
 "S—o! Fooling Saint Nick,
 By hanging Aunt Molly's!
 Here's Peter's, I know,
 From the hole in the toe."
 He crammed—till the squeezing
 Most strangled two dollies.

And Santa slipped out.
 Was anyone peeping?
 There isn't a doubt
 That Polly was sleeping.
 And Peter—dear! dear!
 You may as well hear,
 Slept sounder than Polly,
 I very much fear.

—*Nancy Thorne Yost.*

Why were Peter and Polly happy?
 Why did they want to pretend to be asleep?
 Did they see Santa Claus?
 How do you think Santa came in?
 How do you know that Santa was pleased?
 What did he say about Polly's stocking?
 How did he know Peter's stocking?
 What do you think he put in Polly's stocking?
 What did he put in Peter's?
 What would you like Santa Claus to put in
 your stocking?

Several of you, in turn, may read the poem stanza by stanza. Speak the *ing* endings clearly.

95

WRITING A STANZA FROM DICTATION

Study the first stanza of the *Vacation Song* on page 3.

Can you spell all the words? If you cannot, look at each word carefully, then spell it without looking. Do this with all the words you are not sure of until you are quite certain that you can spell them correctly.

Notice the word at the beginning of each line, so that you will keep the lines as they are in the poem.

With what kind of letter does each line begin?

Notice the mark at the end of each line.

Now close your books and write the stanza as your teacher dictates it.

96

USING CAPITAL LETTERS**Names of Persons****POCAHONTAS**

You have all heard of Pocahontas. Did you ever know that her real name was Matoax? She was so fond of boys' games that her father, the great chief, Powhatan, called her Pocahontas, which is the Indian word for *tomboy*.

One day while this little maiden was playing, Rabunta, the Indian runner, arrived with the news that the Indians had captured the great white brave, Captain John Smith.

When Powhatan heard this, he was pleased. Captain John Smith had killed many braves with his big "thunder stick," so now he, too, should die. But when the brave captain was brought into the camp, Pocahontas was sorry for him, and begged her father to spare his life. At last, the stern chief yielded, saying to the prisoner, "You shall be the elder brother of my little Pocahontas. You shall be Powhatan's son."

Tell the names of the people in this story.

With what kind of letter does each name begin?

Most of the persons in this story have but one name.

Which one has a first and a last name?

All of you have a first and a last name. Some of you have a middle name also.

What is your full name? Write it.

Tell the name of each child who sits in your row at school.

Write the full names of six of your playmates.

The name of a person begins with a capital letter.

97

ABBREVIATING TITLES

Among those present at the Christmas exercises were *Mrs. Sheridan*, *Dr. Lee*, *Mrs. Wood*, *Miss Wright*, *Mr. Hines*, and the *Reverend John Gray*.

Mr., *Mrs.*, *Miss*, *Dr.*, and *Reverend* are all titles.

A title is used before the name of a person in speaking to him or of him, or in writing to him.

What are the most common titles?

With what kind of letter do the titles *Mr.* and *Mrs.* begin? What mark follows them?

Mr. stands for *Mister*.

Mrs. stands for *Mistress*.

These titles are always written in a short form.

This short form is an *abbreviation* of the title.

Dr. is the abbreviation for *Doctor*.

Rev. is the abbreviation for *Reverend*.

These titles are not always abbreviated.

Give the titles and names of

Your mother

Your father

Your teacher

Your physician

Your minister

Can you find a title in the story of *Pocahontas*?

Write the name of each of these persons, using the proper title.

A title when used with a name always begins with a capital letter.

An abbreviated title must be followed by a period.

98

BEING COURTEOUS

One Christmas Eve, a newsboy was waiting with hundreds of other children to enter a mission hall, where they had been asked to a Christmas-tree party.

It was bitter cold. A little girl whose shoes were very ragged, kept shifting from one foot to the other.

After watching her for some time, the newsboy threw his battered cap at her feet. "Stand on that," he said. "I don't need it."

What kind of act was that?

Have you ever heard the story of Sir Walter Raleigh spreading his coat for Queen Elizabeth to walk on? If you have, one of you may tell it. If you have not, ask your teacher to tell it to you. Compare Sir Walter Raleigh's courteous act with that of the little newsboy.

Give the story a name.

Think of some of the common expressions by which you can show your good manners. Tell when to use any of the following:

Yes, mother	How do you do?
No, father	Good morning
If you please	Good night
Thank you	Excuse me

In addressing your teacher or replying to her questions, always use her name. For example, "Yes, Miss Brown." "No, Miss Brown."

99

SPEAKING PAIRS OF WORDS CLEARLY

Read the following sentences aloud, speaking the words *let me* clearly.

1. Please let me see your new knife, Harry.
2. Will you let me use your pencil, Mary?

3. John said that he would let me steer his new Flexible Flyer the next time we go coasting.

4. Mother will let me go to the moving pictures Friday afternoon with John and his sister Helen.

Write two or three sentences, using the words *let me*.

Read your sentences aloud, speaking each word clearly.

100

TALKING ABOUT A PICTURE



Give names to the girl, the boy, and the kitten.

What is the boy doing?

What do you see on the wall?

Who made them?

What is the girl doing?

What do you think she is saying?

Does the kitten look as if she liked to have her picture drawn?

What do you think Kitty wants to do?

Perhaps she will jump down and run away.

Tell a story about the picture.

101

SPEAKING PAIRS OF WORDS CLEARLY

Read the following sentences to your classmates, speaking the words *give me* clearly. Do not run the words together.

1. "Give me of thy balm, O fir tree."

2. The beggar said, "Please give me a dime."

3. Give me, robin, just a note

From thy pretty crimson throat—

Give me just a tiny trill

For these bread crumbs on the sill!

C. I. O.

Write four sentences, using this pair of words.
Read them aloud slowly, speaking each word clearly.

102

A GAME

LET ME

1. The class will line up in two rows facing each other, except one boy or girl who will be the "umpire."

2. One row will be "pitchers"; the other, "catchers."
3. The pitcher's ball is a short sentence beginning with, "*Let me*"—; the catcher's return ball begins, "I will *let you*"—
4. If any player says "Lem-me" for "Let me," or "Let-cha" for "Let you," the umpire will call "foul ball," and the player will have to take his seat.
5. The first pitcher will start the game when the umpire calls, "Go." He may begin in this way:

Pitcher: Let me play tag with you.

Catcher: I will let you play tag with me.

6. Try to make as many different sentences as possible.
7. In the second round, the pitchers become catchers, and the catchers are the pitchers.
8. The side that has the greater number of boys and girls standing at the end of the second round wins the game.

The same game may be played with *Give me*.

103

A STORY

BRUSCO'S VALENTINE

Brusco, a big collie, is the mascot of our fire department. Once he received a strange valentine. It was a large beefsteak! It was tied with red ribbons, and

on a card were the words, "A valentine for Brusco from his comrades on the force."

The firemen, who all love Brusco, often reward him with good things to eat. But this was the finest present he had ever received. He barked with joy as he jumped about and played with the package. Then what a feast he had!

—*A Pupil.*

104

WRITING AND TALKING ABOUT THE STORY

I

Write a sentence about Brusco's valentine.

Write a sentence telling what he did when he received it.

Exchange papers.

Your neighbor will notice whether or not you have expressed a thought completely in each sentence.

He will also notice whether or not you have begun and ended your sentences correctly.

II

Imagine that Brusco can talk.

Let him tell the story of his valentine to his friend, the Irish setter.

He might begin in this way:

You know people call this Saint Valentine's day. It is a time when boys and girls send paper pictures to each other. But I got the best valentine of all. Guess what it was! You can't? Well—

Finish the story.

III

Did you ever give a valentine party?

Were you ever invited to a valentine party?

Tell the children about it.

Have you ever sent your dog a valentine?

Have you ever given your pet a Christmas present?

If so, tell the other children about it.

IV

Brusco is a brave dog. He always goes with his masters to the fires, and he has helped the firemen to save many lives.

Perhaps you know stories of other brave dogs.

Can you tell a story about a war dog?

Have you heard of the wonderful things the Red Cross dogs do on the battlefield?

105

RED CROSS DOGS

All of you know about the Red Cross and its great work. Did you ever hear of the Red Cross dogs? There are thousands of these faithful animals trained to help the Red Cross in time of war.

They are first taught the difference between the uniforms of their own army and those of the enemy. Then they are taught how to help the wounded. Every Red Cross dog carries a first aid pack

strapped to his collar. Many stories are told of the heroism of these animals, for dogs, as well as men, can be heroes; you know. Sometimes they receive medals for their bravery.



The following is a true story of one Red Cross dog.

Roland was a French dog that went to war when his master became a soldier. He really did go to war, for he followed the soldier into the thick of the fight. One morning, his master was sent to a trench near the battle front where he was to destroy some ammunition. Hardly had he begun his work when a shell exploded, and he was buried beneath the ruins of the trench.

But the dog knew just what to do. He dug, and dug, until his master could get air to breathe. Then he ran for help. Presently he returned with Red Cross aids, who carried the boy back to the hospital, where he lay for days. During all this time, the faithful Roland stayed by his side. No one could make him leave the room until his master was well.

1. Tell the story as the soldier might tell it to one of his companions.
2. Tell it as Roland would tell it, if he could talk, to another dog.

The Red Cross dog in the picture has just come from the firing line in France.

Tell what you think has happened.

106

TELLING TRUE ANIMAL STORIES

You may have a few minutes to think of a story to tell about some animal.

Most of you have pets.

Many of you have been to a circus.

Some of you have visited the Zoo.

Perhaps some animal has visited your school. How did it get there? What happened at school?

When you tell stories, come to the front of the room so that the boys and girls can hear better.

Look out for the little words *and*, *so*, and *then*.

Keep them out of your stories as much as you can.

107

USING *DON'T* AND *DOESN'T*

She *doesn't* know her tables as far as two times two,
She *doesn't* know her letters, and we *don't* know what
to do;
She cannot hold a pencil, and it seems a dreadful shame,
For dolly's old enough for school, and *doesn't* know her
name.

—M. E. G.

Don't means *do not*.

Doesn't means *does not*.

Of how many people are you speaking in the first line?

If you were speaking of more than one doll and said *they* instead of *she*, would you say *doesn't* or *don't*?

What word do you use with *we* in the second line?

Doesn't is used when one person is spoken of; *don't* is used when two or more are spoken of.

Don't is also used with *I*, as "*I don't* want to go."

The class may divide into two groups. Each child in the first group may tell something that he doesn't know how to do, or something that he doesn't like; as, "*I don't* know how to swim," or "*I don't* like candy." Each child in the second group may repeat what the child opposite has said, using his name; as, "*Fred doesn't* know how to swim," or "*Fred doesn't* like candy."

108

WRITING *DON'T* AND *DOESN'T*

What does the word *don't* mean?

What letter is left out?

Notice the mark which is used in place of the letter.

This mark is called an *apostrophe*.

What is the meaning of the word *doesn't*?

What letter is omitted?

What mark is used in place of the letter?

The word *didn't*, which means *did not*, is also written in this way.

Several of you may write the words *doesn't*, *don't*, and *didn't* on the blackboard.

Don't, *doesn't*, and *didn't* are *contractions* of *do not*, *does not*, and *did not*.

A contraction is a shorter form of a word or words.

Copy the following sentences, putting *don't* or *doesn't* in each space. Be sure to use the apostrophe.

1. — Howard want to play ball with us?
2. No, he — feel very well this morning.
3. His mother — want him to go out.
4. Frank and Henry — want to go, either.
5. — they like to play ball?
6. Yes, but it — suit them to go now.
7. — it look like rain?

109

TALKING AND WRITING ABOUT A PICTURE

Answer each of the following questions in a sentence.

1. Where is the little girl?

2. How did the water get there?

3. What is the little girl doing?

4. What did she bring out to play with, besides the boat?



Write the name of the picture.

Write three or four sentences, telling the story the picture tells. Begin your first line as in the model on page 18. Be sure to leave a blank line between the name of the story and the story.

110

A GAME

SPEAKING WORDS CORRECTLY

Say after your teacher each of the words in the following list:

apron
vegetable
diamond

pavement
every
across

new
umbrella
handkerchief

Divide into two camps as you did in playing the game described on page 79. Play the game by asking and answering a question, using the words *when did you* and *Tuesday*. Thus:

First player: When did you tear your apron?

Second player: I tore it on Tuesday.

111

THE SCISSORS-GRINDER MAN

Tingaling-a, tingaling-a, tingaling-aling.

I'm the scissors-grinder man, I am scissors-grinder Dan.
Dullest knives and scissors, I can coax them all to sing;
Go and get the dull ones; I will sharpen all you bring;
While the blade is growing keener, then a little tune
'twill sing,

Different from my little bell's "tingaling-aling."

"Zizz, zizz, zizz," starting right away, starting right
away!

Edge feels lighter, lighter; edge grows brighter,
brighter,

With the "zizz, zizz, zizz" of its cheery little lay;
Getting keener all the time for better work each day;
Singing helps *most* things along, is what *I* always say.

"Zizz, zizz," one more "zizz." Finished now. Good
day.

Tingaling-a, tingaling-a, tingaling-aling.

Gone, the scissors-grinder who makes knives and
scissors sing.

And going far, far down the street, his bell will fainter
ring,

Tingaling-a, tingaling-a, tingaling-aling.

—Nancy Thorne Yost.

How do you know when the scissors-grinder is coming?

What does his bell say to you?

What song do the knives and scissors sing while they are being sharpened?

Have you ever watched the scissors-grinder sharpen a knife or pair of scissors? Tell how he did it.

Has your mother ever had her scissors sharpened by the scissors-grinder man?

Has he ever sharpened your knife?

Tell the story of a knife that had to be sharpened.

1. Was it a boy's knife?
2. Was it bright and sharp when the boy first had it?
3. What did he do with it to make it dull?
4. Did he have a hard time cutting with it?
5. Then did the scissors-grinder come along?
6. What happened?

Tell a story about a pair of scissors that had to be sharpened.

112

TELLING OTHER STORIES

What does the "umbrella man" call when he goes through your street?

Did you ever see him mend an umbrella or anything else?

Tell the class how he did it.

Perhaps you know a story of an umbrella that was mended.

1. Whose umbrella was it?
2. How did it get broken?
3. Did the "umbrella man" soon come around?
4. How did he mend the umbrella?
5. Was it as good as new?

How do you know when the "rag man" or the "old clothes man" is coming?

What do they call?

Can you tell the class a story about these or any other people that pass your house?

113

USING *HAVE* AND *HAS* AS HELPERS

give	gave	have given
ring	rang	have rung
speak	spoke	have spoken
begin	began	have begun
tear	tore	have torn
sing	sang	have sung

How many of you like to help people? Whom do you help?

The words at the head of the lesson are helpers, too. They help other words.

Look at the three lists of words. In which of these lists do the words have help? What word helps them?

Has may also help these words.

I

Copy these parts of sentences and fill in the blanks.

1. I *have given* my ball —.
2. The church bells *have rung* —.
3. We *have spoken* — —.
4. My flowers *have begun* — —.
5. You *have torn* — —.
6. They *have sung* — —.

Make sentences, using the words in the second list. Do they need help?

II

Read the following sentences, choosing from the lists the word that is needed.

BEFORE SCHOOL

Jack: Has the first bell —, Charlie?

Charlie: Yes, it — five minutes ago. The second bell has not —. School has not — yet.

Jack: O, Charlie, look at your stocking. You have — it.

Charlie: Yes, I — it on the barbed wire fence. This is the third pair I have — that way.

IN SCHOOL

Jack: May we — *America*, Miss Rodney?

Miss Rodney: We — that yesterday, Jack. Let us — something that we have not — lately.

Jack: We haven't — the *Star-Spangled Banner* this week.

Miss Rodney: Well, we will — that this morning.

AT RECESS.

Jack: Have you — Tom his marbles yet?

Charlie: Yes, I — them to him before the bell — this morning. I also — to him about going skating this afternoon.

Jack: Have you — to Frank about going?

Charlie: No, but I — to his mother. She has — him permission to go.

Have and *has* help the words *given, rung, spoken, begun, torn, and sung*.

The words *gave, rang, spoke, began, tore, and sang* are never helped by another word.

114

WRITING A STANZA FROM MEMORY

Read over the stanza you memorized from *A Boy's Song*, page 69.

Notice the word at the end of each line.

Close your book and write the stanza from memory, keeping the lines just as they are in the stanza in the book.

Open your book and correct any mistakes you have made in writing the stanza.

Now close your book and write the stanza again without a mistake.

115

USING CAPITAL LETTERS

TITLES

Read the name of the story on page 57 and of the poem on page 66.

Read the name of the story about Christmas on page 93.

The name of a story is called a *title*.

Read the title of the poem about coasting on page 76.

What title did you give to the story about the newsboy?

With what kind of letter does each word of the title begin?

Look at the titles of the stories on page 70 and page 193.

With what kind of letters do the little words *of* and *the* begin?

Write titles for the pictures on page 35, page 53, and page 80.

The first word and all the important words of a title begin with capital letters.

116

A STORY

WHY THE CATFISH HAVE FLAT HEADS

One day the chief of the catfish called all the catfish together and said, "My brothers, every day when

the sun is a little way up in the sky, I see a moose come to the edge of the water to eat grass. Let us watch for him so that we may kill him and eat him."

"We will watch for him and kill him and eat him," they all cried gladly.

So the next morning they gathered among the rushes at the water's edge. Presently, the moose came along, picking grass. All the catfish moved closer to him. They would kill the moose with their sharp spears. The moose reached the water's edge. Suddenly, one catfish, bolder than the rest, darted out from the rushes. He thrust his spear into the moose's leg.

The moose started with pain and cried, "Who has thrust a spear into my leg?"

Then he looked down and saw all the catfish hiding in the reeds. Fiercely he trampled them in the mud with his great hoofs. Many were killed. But a few escaped and swam swiftly down the river.

Since that day the heads of all catfish have been flat.

—*An Indian Legend.*

TELLING OTHER STORIES

Have you ever heard or read any other stories like this one?

Think over a story that you remember.

Several of you may tell your stories.

The rest of you may ask questions about the story.

The boy or girl who tells the story may answer the questions.

118

A GAME

LEARNING TO USE *IT ISN'T*

One of you may write the word *day* on the black-board. The first child who thinks of a word that rhymes with *day* may stand. The rest of you must try to guess the word of which he is thinking. The child standing is the leader, and the game is played in this way:

Leader: I know a word that rhymes with *day*.

First child: Is it something we all like to do?

Leader: No, it isn't *play*.

Second child: Is it the name of a month or a girl?

Leader: No, it isn't *May*.

Third child: Is it something to put a cup and saucer on?

Leader: Yes, it is a *tray*.

The child who guesses the right word may be the leader.

Play the game with the word *store*, *sky*, *tree*, or any other word you may choose.

119

MAKING A PLAY FROM A STORY

Look at the Pocahontas story on page 100.

1. What happens first in the story?
2. What is Pocahontas doing when Rabunta comes in?

3. What does he tell her?

This is the first part of the story.

4. Then where does Rabunta go?

5. Who is brought in?

6. What happens?

This is the second part of the story.

How many parts would you have if you were going to make a play from the story?

The parts of a play are called *scenes*.

Plan to make a play of the story.

Select children for the parts and have them act the play that you make.

The following suggestions may help you to work out the first part of the story as Scene I.

SCENE I

1. Where is Pocahontas in the first scene?
2. Who are with her?
3. What game might they be playing?
4. Suddenly Rabunta, the Indian runner, dashes in crying, "We have captured Captain John Smith, the great white brave!"
5. What do the children do?
6. What might Pocahontas say?
7. Rabunta goes out, and immediately some Indians enter, bringing with them Captain Smith, bound.
8. What might Pocahontas ask?
9. What might an Indian answer?

SCENE II

Work out the second scene by answering the following questions. If you cannot answer a question, ask your classmates to help you.

1. Where does this scene take place?
2. Who are the characters?
3. What happens in the beginning of the scene?
4. What might Powhatan say?
5. What might Captain Smith reply?
6. What does Pocahontas do?
7. What does she ask her father to do?
8. What does Powhatan finally say?
9. What might Captain Smith answer?
10. Then what might they all do?

120

USING *HASN'T* AND *HAVEN'T*

May *hasn't* a pencil, I *haven't* a pen,
We're so tired we *can't* even think;
 If we *haven't* a thought nor a pencil nor pen,
What's the use of looking for ink?

—*M. E. G.*

Hasn't means *has not*.

Haven't means *have not*.

What letter is omitted in each of these words?

What mark takes the place of these letters?

If you were talking of two little girls who hadn't a pencil, what would you say?

Each child in the front row may name something that he hasn't; as, "I haven't a ball." Each child in the second row must repeat in turn what the child opposite him has said, using his name; as, "Joe hasn't a ball."

What letters are omitted in the words *we're*, *can't*, and *what's*?

These words are all *contractions*.

Copy the following sentences, using *hasn't* or *haven't* in the spaces. Be sure to use the apostrophe.

1. Why —— you finished your kite, Will?
2. I —— all the things yet.
3. Father —— brought me the paper I want.
4. I hope he —— forgotten it.
5. I'm afraid we —— enough cord.
6. —— you another ball of cord?
7. Yes, but I —— tied it on yet.

121

GETTING A PICTURE FROM A POEM

THE MERRY-GO-ROUND

Hurrah! Hurrah! for the merry-go-round
Where gaily the children whirl over the ground.

There are galloping goats, there are ponies that prance,
There are dogs running races, and donkeys that dance.

There are sleighs drawn by swans, there are chariots of
gold,
With dashing young drivers so gallant and bold.

There's a long-necked giraffe, and a zebra that jumps,
And a camel that has two bee-you-ti-ful humps.

There's a lion that ambles without any roar,
And a dragon that never was harnessed before.

But all these fierce creatures are gentle and good,
And exceedingly safe, as they're made out of wood.

So let us hurrah! for the merry-go-round,
While gaily the children whirl over the ground.

—Anna M. Pratt.

Read this entire poem to yourself.
Of what does it give you the picture?
Name the animals mentioned in the poem.
What is each animal doing?
Does the picture the poem gives you look like
the merry-go-round you rode on?
Tell about the one you rode on.
Why is it called a *merry-go-round*?

Write three sentences about the merry-go-round
of the poem.

Write three sentences about a merry-go-round
on which you have had fun.

LEARNING TO USE WORDS

Make a picture in words of your kitten, dog,
rabbit, pigeon, canary, or gold fish.

Select fitting words from the list that follows.
Use as many as you can.

sleek	white	little	fur
soft	cunning	large	coat
yellow	clever	beautiful	feathers
brown	brave	scales	mane

Write a list of words that you could use in giving
a picture of one of the following:

1. My Playmate.
2. My Father.
3. My Mother.
4. My Baby Brother.
5. My Big Sister.
6. My Front Yard.
7. My Garden.
8. My Attic.
9. My Schoolroom.
10. My Shop.

123

LEARNING TO USE *IS* AND *ARE*

[Note: The American flag should be used in this lesson.]

This *is* the American flag.

There *are* thirteen stripes in the flag.

Seven of the stripes *are* red and six *are* white.

A blue field *is* in the upper left-hand corner of the flag.

There *are* forty-eight stars in the field. There *is* one star for each state.

The American flag *is* the most beautiful flag in the world.

Read the following, putting in *is* or *are*.

“There —— many flags of many lands;
 There —— flags of every hue,
 But there —— no flag, however grand,
 Like our own Red, White and Blue.”

When do we use the word *is*?

When do we use the word *are*?

Put *is* or *are* in the blank spaces below.

1. There —— two flags flying from Rob's porch.
2. —— you going to hang yours out, Eugene?
3. Yes, it —— the new one father gave me.
4. My silk flag —— too torn to use.
5. Rob's small flag —— torn, too.

124

A GAME

WATCHING YOUR SPEECH

In this game you must have two sides, *A* and *B*. To each child on *A* side, your teacher will give a sheet of paper or a card on which one or two sentences are written. *A* side will stand on one side of the room, and *B* side will stand opposite.

The leader of *A* side will read his card. Suppose it says, “Watch your speech. Is your tongue a slacker?”

The leader of *B* side must repeat exactly what has been read, being careful to speak every word distinctly. Each child, in turn, on *A* side will

read the sentence on his card, and the child in turn on *B* side will repeat it. Anyone who fails either to read or to repeat correctly must sit down. The winning side is the one with the greatest number of children standing at the end of the game.

Here are other sentences which might be on your cards.

1. What are you going to do, Henry?
2. Let me help you, mother.
3. Can you catch it, Margaret?
4. Please let me do it again.
5. Will you go to the library with Alice and me?
6. Don't you want to play with us?
7. Won't you try to find the pencil?
8. I want to see it just once.
9. This is your first game, isn't it?
10. What did you see?
11. Put the pencil on your desk.
12. Where are you going?
13. Can't you do your arithmetic?
14. The children are singing and playing.
15. Henry is ringing the bell.
16. Won't you give me the ball?
17. Where were you yesterday?
18. There are three nests in the tree.
19. He doesn't want to sit there.
20. School has begun.
21. Is there any more cake?

125

RIDDLES

I'm a strange contradiction; I'm new, and I'm old,
 I'm often in tatters and oft decked with gold.
 Though I never could read, yet lettered I'm found;
 Though blind, I enlighten; though loose, I am bound.
 I'm always in black, and I'm always in white;
 I'm grave, and I'm gay, I am heavy and light;
 In form, too, I differ,—I'm thick, and I'm thin,
 I've no flesh and no bones, yet I'm covered with skin;
 I'm English, I'm Spanish, I'm French, and I'm Dutch;
 Some love me too fondly, some slight me too much;
 I often die soon, though I sometimes live ages,
 And no monarch alive has so many *pages*.

How many of you can guess the answer to this riddle?

There are many of them in your school.

Which line gave you the answer?

My first is in *bee*; my second's in *see*,

My third and fourth are in *tea*.

My fifth is in *tree*; my sixth is in *free*,

While my seventh you'll find in *he*,

And my eighth in *renew* you'll see.

My ninth is in *glee*; my tenth in *lea*;

The other three are in *it* and *she*.

My whole, two words, is the name of a book;

You read it each day. Now, children, look!

What is the answer? Where did you find it?

Now think of another riddle. Come to the front of the room and tell it.

Try to guess all the riddles that are told.

AN AROUND-THE-CLASS STORY FROM A PICTURE

1. Select a title for the picture.

Why might you call it *Out Camping?*

What else might you name it?

2. Make up a story about the picture in this way:

Someone will start the story. His sentence will tell what the story is to be about.

Continue the story, in turn, as your teacher calls on you.

If you cannot do so when you are called, you must go to the blackboard and write a sentence about the picture.

Your classmates will correct the mistakes.

127

LEARNING TO USE WORDS

Bees *don't* —— about the ——,
 I will —— you why *that's* so;
 Once I —— a —— bee
 Who was much too —— for me.

In each blank in the stanza use one of the following words:

warm
 snow

caught
 care

little
 tell

Now copy the stanza, putting the correct word into each blank.

Be careful to write *don't* correctly.

The word *that's* in the second line is also a contraction. It means *that is*. What letter is left out?

128

A STORY

ROBIN HOOD AND LITTLE JOHN

One day when Robin Hood was walking in the woods, he came to a river which was spanned by a narrow bridge. In the middle of the bridge stood a stranger.

"Go back and let me cross," said Robin Hood.

"I am no man of yours," said the stranger.

Then Robin Hood drew his bow and fitted an arrow to it.

"Would you shoot a man who has no arms but a staff?" asked the stranger.

With shame Robin Hood laid down his bow and unbuckled a heavy oaken stick at his side. Then he and the stranger fought. At last, the stranger knocked Robin Hood into the water.

When Robin Hood climbed back on to the bridge, he blew a blast with his horn. In a moment, fifty good men in green rushed to the scene.

"How wet you are!" exclaimed one. "Did you fall into the river?"

"No," said Robin Hood, "but this stranger tumbled me in. He is a good fellow. He must join our band in Sherwood Forest and be one of us."

"Here is my hand," said the stranger. "My name is John Little."

"That must be changed," cried Will Scarlett. "Because he is seven feet tall, he shall be called Little John."

129

PLAYING THE STORY

Let there be two scenes to the play.

SCENE I

Answer the following questions about this scene.

1. Who are the people in it?
2. How will you represent the bridge?
3. What will be the water?
4. Where is Robin Hood when he first sees the stranger?
5. Where is the stranger?

6. What does Robin Hood say when he meets the stranger?

7. What does the stranger refuse to do?

Think of questions to ask about the rest of the scene.

SCENE II

Work out this scene by answering the following questions. If there is any question that you cannot answer, ask your classmates to help you.

1. Where are Robin Hood and the stranger standing?

2. What does Robin say to the stranger?

3. What happens when Robin blows the blast?

4. What does one of the men ask?

5. What does Robin tell him?

6. What does the stranger say when invited to join the merry men of Sherwood Forest?

7. What does Will Scarlett reply?

Act the story.

What boy in the class should be chosen to take the part of the stranger? Why?

What boy should be chosen for Robin Hood? Why?

Who will be the merry men of Sherwood Forest?

Try to act and talk just as the characters in the story act and talk.

Be sure to make everybody hear you.

130

A GAME

MAKING WORDS DO THEIR OWN WORK

You know that your tongue is sometimes a slacker. Do you know that you often permit your words to be slackers also. A word is a slacker when you do not make it do its own work in the sentence, but allow another word to work for it.

In playing this game, the class will divide into two groups. The first pupil in group *A* may ask the question; the first one in group *B* may answer it. In every sentence use the correct word in the blank. Be sure that the word you choose does its own work.

Give, gave, given

1. Have you —— Joe his ball, Fred?
2. Yes, I —— it to him yesterday.

Ring, rang, rung

1. Has the first bell ——, Mary?
2. Yes, both bells have —— . The second bell —— five minutes ago.

Speak, spoke, spoken

1. Has Sam —— to you about the ball game, Jack?
2. No, he —— to Henry on Tuesday. He has not yet —— to me.

Write, wrote, written

1. Will you —— to Sue to-day, Clara?
2. I have —— to her. I —— her a long letter yesterday.

Begin, began, begun

1. When did Bob —— to go to school, Jack?
2. He —— last term. He has —— to read very well.

Lie, lay, lain

1. When you camp out, do you —— on the ground at night, Charles?
2. Sometimes we have —— on the ground, but last summer we —— on cots.

Tear, tore, torn

1. Have you —— your handkerchief into strips, Helen?
2. Yes, I —— it to tie up Billy's finger.

Break, broke, broken

1. Has Ellen —— many cups, Mrs. Smith?
2. She has —— all I had. She —— the last one this morning.

Run, ran, run

1. Who —— in the school races on Tuesday, Tom?

2. Fred — in the first race, and Bob — in the second. They have — in a great many races this term.

Bite, bit, bitten

1. Has that dog ever — any one, Dick?
2. He — a little boy yesterday. That makes three children that he has —.
3. He — children who annoyed him.

The class will watch to see that no word is allowed to do the work of another word. The pupil who chooses one word to do the work of another must write his sentence on the blackboard, making every word do its own work. The side that has to write the greatest number of sentences on the board loses the game.

131

TELLING THE STORY OF A POEM

ONE, TWO, THREE

It was an old, old, old, old lady
And a boy that was half-past three;
And the way that they played together
Was beautiful to see.

She couldn't go running and jumping,
And the boy, no more could he;
For he was a thin little fellow,
With a thin little twisted knee.

They sat in the yellow sunlight,
Out under the maple tree;
And the game that they played I'll tell you,
Just as it was told to me.

It was Hide-and-Go-Seek they were playing,
—Though you'd never have known it to be—
With an old, old, old, old lady
And a boy with a twisted knee.

The boy would bend his face down
On his little sound right knee,
And he'd guess where she was hiding,
In guesses One; Two, Three.

"You are in the china closet?"
He would cry, and laugh with glee—
It wasn't the china closet—
But he still had Two and Three.

"You are up in Papa's big bedroom,
In the chest with the queer old key?"
And she said: "You are warm and warmer;
But you're not quite right," said she.

"It can't be the little cupboard
Where Mamma's things used to be—
So it must be the clothes press, Grandma."
And he found her with his Three.

Then she covered her face with her fingers,
That were wrinkled and white and wee;
And she guessed where the boy was hiding,
With a One, a Two, and a Three.

And they never had stirred from their places

Right under the maple tree—

This old, old, old, old lady

And the boy with the lame little knee—

This dear, dear, dear, old lady

And the boy who was half-past three.

—H. C. Bunner.

Listen attentively while your teacher reads this poem.

Why was the game of *Hide-and-Go-Seek* a make-believe game?

Now read the poem silently.

Tell in your own words the meaning of the first two lines of the second stanza.

Give another word that means the same as *wee*.

If there is any word or sentence in the poem that you do not understand, ask your teacher about it.

Tell the story of the poem to your classmates. In telling it, try to make the other children see the old lady and the little boy sitting under the maple tree.

When you have finished, your classmates will tell you whether or not you omitted anything or changed the story.

Open your books again. Read the poem over silently.

Someone else may tell the story—this time without a mistake.

BOOK ONE



PART TWO

TALKING ABOUT A PICTURE**I**

Look at the picture closely.

Perhaps the children were sent to bring the cows home.

What happened when they let down the bars?

On the way home perhaps an automobile came along.

What did one of the cows do?

What did the driver of the automobile do?

What did the children do?

Make up a story about the picture in five minutes.

Several of you may tell your stories.

II

Perhaps the children's mother sent them with a message to a neighbor, and on the way they came to the pasture where the cows were grazing.

What do you think the little boy said to his sister?

What was her answer?

What happened next?

Make up the rest of the story without the help of questions.

Be sure to make a good ending sentence.

133

A GAME

LEARNING TO USE *FRANK AND I*

I

Your teacher will let two of you go into the cloakroom. While you are out of the room, you may smile, frown, skip, run, walk, or do anything you wish, together.

When you return, the other children may try to guess what you did. The first child might ask, "Did you jump?" One of you would answer, "No, *Frank and I* did not jump." The children may have six guesses, and you may take turns in answering. The child who is answering must be sure to put the name of the other child first. If you fail to do this, you must sit down and another child will take your place.

The baby says, "*Me* wants it," but the boy or girl says, "*I* want it."

The baby says, "*Me* and brother want to go," but the boy or girl says, "*Brother* and *I* want to go."

II

Read the following conversation between Jim and Frank. One of you may be Jim and another may be Frank.

Jim: Philip and — are going swimming this morning. Can't you go with us, Frank?

Frank: No, Jim, but Ralph and — are going this afternoon. Won't you wait for us?

Jim: All right. Philip and — will meet you at two o'clock. Perhaps we can catch some fish.

Frank: Last Saturday, Ralph and — caught some fine perch near the swimming hole.

Jim: Good-bye. Philip and — will be on time.

Write three sentences, using the name of some other child and the word *I*; as, *Helen and I*.

134

LEARNING TO WRITE POSSESSIVES

The other day Charles's little dog was shut up in the playroom. When Charles went to let him out, he found that Fido had been very busy. He had torn Billy's kite, ripped the pages out of Helen's book, broken the doll's head, pulled out the horse's tail, and chewed off the Teddy bear's ear. What do you think Jack did to him?

Whose dog was Fido?

Whose kite was torn?

Whose book was torn?

What mark and what letter are added to *Charles* to show that Charles owns the dog?

Find all the other words in the story that show ownership in the same way.

Write these words with the things they own; as, *Billy's kite*.

An *apostrophe* and *s* are added to a word to show that it owns or *possesses* something.

This form of the word is called the *possessive* form.

I

For each one of the following, write the form of Mary, Bo-peep, etc. which will show possession.

1. Lamb that belonged to Mary.
2. Sheep that belonged to Bo-peep.
3. Pie that belonged to Jack Horner.
4. Spectacles that belonged to grandfather.
5. Kite that belongs to Thomas.
6. Slipper that belonged to Cinderella.
7. Dog that belonged to the shepherd.
8. Doll that belongs to Frances.
9. Pony that belongs to Tom.
10. Watch that belongs to father.

When you have made the possessives, use four of them in sentences.

II

Copy these sentences, putting the correct form of the word in each blank.

1. We found three blue eggs in the — nest [robin].
2. The — song is clear and sweet [thrush].
3. Goldilocks sat in the great — chair [bear].
4. All the boys and girls went to — party [Doris].
5. Have you seen my — picture? [brother].

When a word means only one, an apostrophe and *s* are always added to it to show possession.

135

A FABLE

THE WISE BOAR

One fine summer morning, a wild boar was sharpening his tusks against the trunk of a tree. Presently his friend the fox came along the road. "Why are you working so hard this hot morning sharpening your tusks?" asked the fox. "There are no dogs or hunters in the woods now." "I am sharpening my tusks now," replied the boar, "so that I shall be ready when the dogs and the hunters do come."

Tell the story of the wild boar.

Why was he called a wise boar?

Why do squirrels gather nuts in the fall?

What does your mother do with some of the fruits and vegetables she gets in the summer?

Why?

What other title might you give the story besides that of *The Wise Boar*?

136

ORIGINAL FABLES

1. The Bee and the Butterfly.
2. The Girl and her Lessons.
3. The Man and the Woodpile.
4. The Squirrel and the Grasshopper.
5. The Boy and his Skates.

Choose one of the above titles.

You may have three minutes to make up a story about the title you have chosen.

Make the bee or the squirrel or the man or the girl or the boy "wise" just like the boar.

Come to the front of the room and tell your stories to your schoolmates.

Vote for the best story.

137

LEARNING TO USE *COME*, *CAME*, AND *HAVE COME*

"Come, little leaves," called the wind one day in October. The leaves, red, yellow, and brown, *came* hurrying to answer the wind's call. "Here we are," they murmured; "we *have come* to obey orders." The wind blew the leaves far and wide until they were very tired. "Let us rest now," they begged; "we *have come* such a long way." So they snuggled down in a quiet corner of the woods and fell fast asleep.

1. What did the wind say to the leaves?
2. What did the leaves do?
3. What did they say to the wind?
4. When they wanted to rest, what else did they say to the wind?

The word *come* is often helped by *have* or *has*.

The word *came* is never helped by another word.

I

Read the sentences that follow, putting *come* or *came* into the blank spaces.

1. — on boys, the skating is fine.
2. The boys — hurrying out of school with their skates.
3. "Oh, look!" shouted Fred, "Laddie has — too."
4. Laddie — running down the bank, trying to overtake Fred.
5. Fred's father has — to watch the boys skate.

II

Copy these sentences, putting *come* or *came* in the blanks.

1. — into the garden, Mary.
2. Helen has — to play with us.
3. She has — to spend the day.
4. Clara —, too, but she could not stay.
5. She — for her book.
6. James has — for his music lesson.

III

Two of you may hold the little conversation that follows.

Remember that the word *came* never has a helper.

Tom: Hello, Janet, I am so glad you have —— home.

Janet: Thank you, Tom. Has Mary —— home yet?

Tom: Yes, she —— last Saturday.

Janet: Did Belle —— with her?

Tom: No, she —— a few days ahead. I think all the other girls and boys have —— back.

Janet: Good-by, Tom. Tell Mary I am glad she —— home before I did. You and she must —— to see me.

Tom: Good-by, Janet. Mary and I will —— over to-morrow.

138

A STORY

KON, THE SNOW

Long ago, an Indian, his wife, and his two children lived in a wigwam deep in the woods. Every day, the Indian went out to seek for game. One cold day, while he was hunting, he met Kon, the snow. As Kon passed him, the hunter felt his legs grow stiff with cold. He could hardly walk. Then he knew that Kon, the snow, had frozen his feet. Limping with pain, he returned to his wigwam, and for days he could not leave it. This made him so angry with Kon that he vowed to punish him.

One bitter cold night there came a stranger to his door. "I am dying," said the stranger. "Will you save me?"

"Come in and warm yourself," replied the hunter. The stranger, entering, crouched in a corner, far from the fire.

"It is a cold night, stranger, and you must be nearly frozen," said the hunter. "Come closer to the fire."

But the stranger shook his head and refused to leave his corner.

As the wigwam grew cold and colder, the hunter piled more logs on the fire. Soon he noticed that the stranger was suffering from the heat. The perspiration trickled down his face, and his head and body grew smaller and smaller. He was thawing! Then the hunter knew that it was Kon who was within his wigwam; so he piled on the logs until the heat had entirely melted him. Thus the Indian conquered Kon, the snow.

—*An Indian Legend.*

139

STUDYING THE SENTENCE

Make a list of all the Indian names for men that you know. Select a name for the Indian in this story. Select names for his wife and children.

Now find the sentences in the story in which the words *an Indian*, *the Indian*, *the hunter* occur.

Copy these sentences, using the name you have chosen instead of the expressions, *an Indian*, *the Indian*, *the hunter*.

REVIEWING THE SENTENCE

Tell why each of the following groups of words is or is not a sentence.

1. the boy walked briskly down the street
2. where is the girl's book
3. it is raining hard
4. before nine o'clock
5. leaning over the railing
6. he waved his hat as he said good-by
7. shaking hands with him
8. on a cold afternoon in January
9. hats were flying in the air
10. because of the strong wind
11. with flags flying
12. opened windows and threw things
13. began to creep up to the dog
14. walking along the fence
15. suddenly turned and saw him
16. the tramp dog turned and ran away
17. kon, the snow, blew a cold blast
18. the hunter, his wife, and his children
19. where are my merry men
20. in Sherwood forest
21. from the West

With what kind of letter do you begin each sentence?

What do you place at the end of each sentence?

Write the groups of words that are sentences on the blackboard.

Be sure to begin and end each sentence correctly.

Complete the thought in the groups of words that are not sentences.

Write these new sentences on the blackboard.

141

LEARNING TO USE *TOO*

Are there any objects in this room that are *too* high for you to reach?

Is it ever *too* cold for you to play out of doors?

I

Make sentences using the following words:

too hard
too small
too big
too little

II

Write sentences in answer to the following questions, using the word *too* in each sentence.

1. Why did not Goldilocks like the Big Bear's bed?
2. Why did the tortoise win the race?
3. Why could not the fox get the grapes?
4. Why can you not do the seventh grade arithmetic?

5. Why do you not write at the top of the blackboard?

III

Write sentences using the word *too* with the words:

long	warm	far
fat	cold	near
short	tired	sweet

Notice how the word *too* is used in the sentences you have written. Sometimes, it is used instead of the word *also*, as in the following sentences:

1. You may go, too.
2. Mary has an apple. May I have one, too?
3. I will help you, too, if you wish me to.

142

A STORY

THE ESCAPED BALLOONS

It was the opening day of the county fair. The roads leading to the fair grounds were alive with automobiles, farm wagons, and vehicles of every kind. Inside the gate, the grounds were crowded with people ready for anything that promised amusement.

Suddenly a boy shouted, "Look at the balloons!" Green, blue, yellow, and red, they floated high in the air. Up, up, they flew and were carried by the strong wind across the open fields. The children near by clapped their hands in glee. But the poor balloon man cried in distress, "My balloons are lost! Catch

them! Catch them!" But it was impossible to catch the balloons. The crowd stood still and watched them sail away.

At last, a young man stepped out of the throng. "Here," he said kindly, putting some money into the Italian's hands. "Never mind. Buy yourself some more balloons." Then the crowd cheered.

—A *Pupil*.

143

TALKING ABOUT THE COUNTY FAIR

How many of you have been to a county fair?

Ask the boy or girl who has made such a visit a question about the fair grounds.

Be sure that the answer to the question is given in a sentence.

Make a sentence telling about the crowd at a county fair.

Most of you have seen funny things happen in a crowd at a fair, at a circus, or at a parade.

Tell a story about something funny you once saw happen.

144

SPEAKING WORDS CORRECTLY

CATCH

The balloon man shouted, "*Catch* them!"

Read the following sentence.

"Catch me," Jack said, "catch me if you can."

What words in the sentence contain the same sound of *a* as that in *catch*?

Make four sentences, using the word *catch* in each sentence.

Say them to the class, being sure to give the right sound to the letter *a*.

Put *l* instead of the first *c* in *catch*.

What word have you made?

Put *b* instead of *c*.

What word have you made?

Put *h*, *m*, and *p* instead of *c*.

Read your list.

Make sentences using these words.

145

TALKING ABOUT A PICTURE



This is Herbert with his little sister Helen.

What did the goose do to Herbert?

Why did Helen run behind her brother?

Why is she grasping his arm?
How will they punish the goose?

Tell a story that you find in the picture.

146

LEARNING TO USE *AREN'T*, *ISN'T*, AND *AM NOT*

"*Aren't* you going swimming with us, Robert?"

"No, I *am not* going to-day."

"*Isn't* Frank going either?"

"No, we *aren't* going until father comes home. You know we *aren't* very good swimmers, and mother thinks it *isn't* safe for us to go without an older person."

"It *isn't* dangerous, because there is a life saving station nearby."

Isn't means *is not*.

Aren't means *are not*.

Aren't and *isn't* are contractions.

What letter is omitted in each?

What mark takes the place of the omitted letter?

When you mean *am not*, you must use both *am* and *not*.

There is no such word as "*aint*." Get along without it.

What question did one of the boys ask Robert?

Give Robert's answer.

What was the next question?

Answer the question as if you were Robert.

Several of you may write *aren't* and *isn't* on the blackboard.

I

Copy the following sentences, putting in *aren't*, *isn't*, or *am not*.

1. — you glad it is snowing, Ned?
2. Yes, but Lee —. He has to stay home to-day.
3. — he coming out at all?
4. No, his father and mother — at home, and he has to look after things.
5. I am glad I — — in his place. It — much fun to stay indoors during the first snow.

147

USING CAPITAL LETTERS

FIRST WORD OF A LINE OF POETRY

1. Boats sail on the rivers, and ships sail on the seas, but clouds that sail across the sky are prettier far than these.

2. Boats sail on the rivers,
And ships sail on the seas,
But clouds that sail across the sky
Are prettier far than these.

—*Christina Rossetti*.

I

Read number 1.

Now read number 2.

Which of these is a stanza?

Find other stanzas in the poems in your book.

With what kind of letter does each line of a stanza begin?

Copy a stanza from any poem in your book.

II

Copy the following rime, making four lines of it. Be sure that the first word of every line begins with a capital letter.

Little Bopeep has lost her sheep and doesn't know where to find them; let them alone and they'll come home, wagging their tails behind them.

The first word of every line of a poem begins with a capital letter.

148

STUDYING THE PARAGRAPH

TOPSY AND TURVY

1. Jack rushed into the kitchen. The grocer's boy had just left. There was sure to be a bag of cookies. Mother never forgot them. Jack picked up the nearest bag, but dropped it quickly. What *could* be in it? The bag moved and out jumped Topsy, the black kitten. "You little rascal!" cried Jack, laughing.

2. Then he stood still to see what would happen. Turvy, the gray kitten, heard the paper rustle and jumped up on the table. A game of hide and seek was soon in full swing. First the gray kitten hid inside the bag. Topsy struck at him with his paw and climbed on top of him. Then Turvy ran out and Topsy took his place.



3. Suddenly the kittens stopped. Up went their backs! Jack turned. There was Jonathan, the Great Dane dog. Topsy and Turvy scampered out of the kitchen pell mell! Their fun was ended.

Into how many parts is this story divided?

Look at the pictures.

1. The first picture shows you what the sentences in the first part tell you.

What do the sentences tell you?

Make up a title which will describe what these sentences tell.

2. The second picture shows you what the sentences in the second part tell you.

What do the sentences tell you?

Make a title for this part of the story.

3. What does the third picture tell you about the game the kittens are playing?

What do the sentences in the third part of the story tell you about the game?

Make a title for this part of this story.

Sentences put together so that they tell one part of a story make a *paragraph*.

Look at the paragraphs in the story about Topsy and Turvy.

Where is the first word of each paragraph placed?

The first line of a paragraph is always begun

farther to the right than the other lines of the paragraph. We say that it is *indented*.

Printing or writing paragraphs in this way makes it easy for you to find the parts of a story.

Always begin to write a paragraph in this way, by indenting the first line.

The first line of a paragraph is always indented.

149

SPEAKING WORD ENDINGS CLEARLY

kept	stepped
crept	dipped
wept	clipped
slept	marched

1. Stand for the breathing exercise.
2. Take a deep breath.
Breathe out slowly.
Repeat ten times.
3. Speak the words in this exercise clearly, after your teacher.
4. What is the letter at the end of the first group of words? Listen for the sound when you say the word.
5. What is the letter at the end of the second group of words? Listen for the sound when you speak the word.
6. What do you notice about the sound of these two letters in these words?

**In speaking a word listen for the sound of the letters.
Be sure to sound the letter at the end of a word.**

150

A STORY

MIKE'S VICTORY

Our neighborhood is often disturbed by the doings of a large gray cat named Mike. He enjoys a fight as much as a dinner. The larger the foe, the greater Mike's joy in the victory.

One day, a rough-looking tramp dog came along the street. He had not had any breakfast, and was hunting for something to eat. Mike, who had just eaten a meal of raw meat, was at that moment taking his morning walk along a fence. At sight of the dog, he stopped. Then, down he jumped and began to creep up behind the hungry stranger. Nearer he crept, and nearer. Suddenly, the dog turned and saw him.

"Come on," snarled the dog, and snapped at Mike. Mike leaped into the air, landed on his enemy's back, and scratched with all his might. The dog tried to shake him off, but Mike clung to him. Then he tried to reach the angry cat with his teeth. Mike bit his ear.

This was too much. Getting rid of Mike at last, the dog ran yelping down the street. Then Mike jumped up on the fence and yowled a song of victory.

—A *Pupil*.

151

STUDYING THE SENTENCE AND THE PARAGRAPH

Into how many paragraphs is this story divided?

How can you tell?

What does each paragraph tell you?

Suppose the first paragraph to be a little story. Make up a title for the story.

Do this with each of the paragraphs.

Does your title in each case show what the paragraph is about?

Read the third paragraph aloud.

What part of the story does it tell you about?

Mike was a fierce cat.

Mike was a bold cat.

Mike was a brave cat.

Make sentences telling why Mike was a *fierce* cat, a *bold* cat, or a *brave* cat.

The tramp dog was a *coward*.

Do you think so?

Tell why you do or do not think so.

Write a paragraph telling the story of a dog fight that you have seen.

Follow the model on page 18.

152

TELLING] OTHER CAT OR DOG STORIES

Some of you probably know cats that behave very much as Mike behaved, especially at night.

Others may have seen a tramp dog join the dogs or cats of your neighborhood. What happened?

You may have a few minutes to think of a story about either of the following:

1. The Cats in Our Neighborhood.
2. The Tramp Dog in the Alley.

Several of you in turn may come to the front of the room and tell your stories.

What words must you be careful not to use too often in telling your stories?

How must you speak the endings of your words? Why?

Vote for the best story.

Give it a title.

Write the title on the blackboard.

Look at the title of the story on page 161 before you write. Use capital letters in your title in the same way.

Be sure to leave a blank line between the title and the story.

153

LEARNING TO USE WORDS

I

Place in the blanks of the sentences below the fitting word chosen from the list which follows.

1. The swan ——— on the surface of the water.
2. The airship ——— along high above the houses.
3. The big boy ——— the little fellow down.
4. Then the boys ———.
5. The fire engine ——— down the street.
6. The wind ——— and ——— until it sent shivers down my back.

7. "What" — the boy. "When did he escape?"

cried	sailed
howled	hooted
roared	floated
dashed	knocked
furiously	gracefully

II

Make sentences about the following. In each sentence use a word chosen from the list below.

The wolf —.

The lion —.

The owl —.

The rooster —.

The lamb —.

The dog —.

The pig —.

grunts	hoots
snarls	bleats
roars	crowds
howls	

154

SPEAKING WORDS CLEARLY

LEARNING TO SPEAK ALL THE SYLLABLES

Notice the title, *Mike's Victory*, on page 161.

Read it aloud.

When you speak the word *victory*, notice that it has three parts—*vic-to-ry*. Each of these parts is called a *syllable*.

When you speak a word, be sure to pronounce all the syllables that belong to it.

Say after your teacher the following words:

history	his-to-ry
library	li-bra-ry
geography	ge-og-ra-phy
hickory	hick-o-ry
miserable	mis-er-a-ble

Read the following sentences, speaking carefully all the syllables that belong to the words.

1. The boy studied his history and geography lessons in the library.
2. Do you like hickory nuts?
3. The girl was miserable because she forgot to deliver her mother's message.
4. John has a fine geography-game.

Write four or five sentences containing these words.

Read your sentences aloud, being careful to pronounce all the syllables that belong to the words.

155

LEARNING TO COPY

The Star-Spangled Banner is our national song. It is played at all the army posts when the flag is taken down at sunset. We should always rise and stand at attention when *The Star-Spangled Banner* is played.

Copy the first stanza on paper.

Be sure to begin each line of the song on a new line of your paper.

THE STAR-SPANGLED BANNER.

O say, can you see, by the dawn's early light,

What so proudly we hailed at the twilight's last gleaming—

Whose broad stripes and bright stars through the perilous fight

O'er the ramparts we watched were so gallantly streaming?

And the rocket's red glare, bombs bursting in air

Gave proof through the night that our flag was still there.

O say, does that Star-Spangled Banner yet wave

O'er the land of the free and the home of the brave?

With what kind of letter did you begin each line? Why?

What mark is at the end of the fourth line?

Where else is the same mark found? Why?

If you do not already know *The Star-Spangled Banner*, learn it. Then you can sing it without looking at the book.

156

A STORY TO FINISH

Poco is a small gray monkey. He came from the jungles of South America to live with my friend.

He is now over six years old, but he is still a very tiny fellow. He can squeeze his body through the smallest crack or opening.

One warm summer day, Poco decided to run away. He looked all about the room for some way of escape. The screen to one window was not quite down. So Poco worked his body slowly through the space between the window-sill and the screen. Then away he sprang!

Read the story through silently.

Think of something that might happen to Poco while away from home.

1. He might meet another monkey with the organ-grinder.

2. He might meet a big dog.

3. He might meet some boys.

Think out an adventure.

Tell the other children about it.

Perhaps some one knows a story about another pet monkey.

Tell it to the other children.

Think of one thing that happened to Poco in his adventures.

Write four or five sentences telling about this one happening. Put them together to make a paragraph.

Tell the class what your paragraph is about. Read it.

What little words must you be careful not to use in putting your sentences together?

157

LEARNING TO USE *SEE*, *SAW*, AND *HAVE SEEN*

George and Arthur have just finished making their bird boxes. They are watching eagerly to see whether the birds will like them.

"Oh *see* that bluebird, Arthur!" exclaimed George.

"Yes, I *see* him. I *saw* the same bird there this morning," replied Arthur. "May *has seen* two wrens flying near my box. I do hope they will decide to stay."

"I *have seen* the wrens, too, but I think the bluebirds will like my box better because the hole is larger. How many birds *have* you *seen* this spring, Arthur?"

"I *have seen* robins, bluebirds, wrens, cardinals, and song sparrows. I think the bluebirds and the wrens like the bird boxes best."

I

1. Why are George and Arthur watching their bird boxes?
 2. What did George exclaim?
 3. When did Arthur see the bluebird?
 4. How many wrens has May seen?
 5. Who else has seen the wrens?
 6. Name the birds that Arthur has seen.
- What two words are used to help the word *seen*?

The word *seen* is helped by *have* or *has*.

The word *saw* is never helped by another word.

Tell in a sentence what you see now.

Tell what you saw on your way to school.

Name the birds you have seen this week.

II

Copy the following sentences, putting the word *see*, *saw*, or *seen* into each blank.

1. Have you ever —— a parade?
2. Yes, I —— the circus parade last spring.
3. Did you —— an elephant?
4. Yes, I —— two elephants and three lions.
5. I —— some tigers, too.
6. Have you ever —— a bear?
7. Yes, I —— one at the Zoo.
8. I —— many other strange animals at the Zoo.
9. We —— several airships last summer.

158

ASKING QUESTIONS ABOUT A PICTURE

Each of you may write two questions about the picture.

Be sure to follow each question with the proper mark.

Now exchange papers with your neighbor and write answers to the questions he has asked.

Be careful to put the correct mark after your answers.



Some of you may read both questions and answers aloud.

159

TELLING THE STORY OF A POEM

A NIGHT WITH A WOLF

Little one, come to my knee!

Hark how the rain is pouring
Over the roof, in the pitch-black night,
And the wind in the woods a-roaring!

Hush, my darling, and listen,
Then pay for the story with kisses;
Father was lost in the pitch-black night,
In just such a storm as this is!

High up in the lonely mountains,
Where the wild men watched and waited,
Wolves in the forest, and bears in the bush,
And I on my path belated.

I crept along in the darkness,
Stunned and bruised and blinded—
Crept to a fir with thick-set boughs,
And a sheltering rock behind it.

There from the blowing and raining,
Crouching, I sought to hide me:
Something rustled, two green eyes shone,
And a wolf lay down beside me.

His wet fur pressed against me;
Each of us warmed the other;
Each of us felt, in the stormy dark,
That beast and man was brother.

And when the falling forest
No longer crashed in warning,
Each of us went from our hiding-place
Forth, in the wild wet morning.

Darling, kiss me in payment!
Hark, how the wind is roaring;
Father's house is a better place
When the stormy rain is pouring.

—*Bayard Taylor.*

Listen attentively while your teacher reads the poem aloud.

Who is telling the story in the poem?

To whom is he telling it.

What kind of night is it?

Read the title of the poem aloud.

Now read the poem through silently.

Think how you would tell the story of *A Night with a Wolf*.

You might begin like this:

Once upon a time, a man was lost in the mountains. Night was coming on, and a dreadful storm was raging. He knew that many wolves and bears lived in the bushes. He must find shelter for the night. At last he found a fir tree with a sheltering rock behind it. As he was about to lie down, he heard a rustle and there —

Finish the story.

Have you heard other stories which tell how "beast and man" have acted toward each other as "brothers"?

Do you know the story of *Androcles and the Lion*? If you do not, perhaps your teacher will read it to you.

160

A GAME

LEARNING TO SPEAK CORRECTLY

Each of you may copy a word from the following list. The first child may copy the first word, the second may copy the second, and so on. When you have finished, close your books and exchange papers with some one near you. Your teacher will call on a pupil to read his word. He will say, "My paper says —. What does yours say?"

Each child must answer in a sentence and then call on some one else, until every word has been read. If you pronounce your word correctly and use a sentence, you may remain standing. The row having the greatest number of children standing at the end of the game is the winner.

first	desk	partner	again
just	surprise	library	whether
crept	singing	geography	catch
liberty	grocery	hiding	pretty
children	instead	raisin	grandma
once	twice	often	Wednesday
get	history	chimney	slept
to-morrow	Saturday	burst	kept

161

A STORY

HOW THE BIRDS LEARNED TO BUILD THEIR NESTS

Once, all the birds of the air went to the magpie and asked her to teach them how she built a nest, for the magpie is the cleverest of all birds at nest building. So she gathered the birds round her and began to show them how to do it. First of all, she took some mud and made a round cake with it.

"Oh, that's how it's done," warbled the thrush, and away he flew. So that is how thrushes build their nests.

Then the magpie took some twigs and arranged them around in the mud.

"Now I know all about it," whistled the blackbird, as off he flew. And that is how the blackbird makes his nest to this very day.

Then the magpie put another layer of mud over the twigs.

"Oh, I see," hooted the wise owl. And the owl has never since learned to make a nest.

After this the magpie took some twigs and twined them around the outside.

"The very thing!" chirped the sparrow, and off he went. So the sparrow, too, makes a slovenly nest to this day.

Then the magpie took some feathers and lined the nest very comfortably.

"That suits me," cried the starling, flying away. And so, very comfortable nests have starlings.

So it went on, every bird finding out something about nest building, but not one of them waiting to learn all about it. Meanwhile, the magpie went on working

and working without looking up, till the only bird that remained was the dove. She had not paid any attention to the lesson, but only kept repeating her silly coo, "Take two, take two-o-o-o-o."

At last the magpie heard this just as she was putting a twig across. "No," she said, "one's enough."

But the dove kept on saying, "Take two, take two-o-o-o-o."

At this the magpie became angry. "One's enough, I tell you," she scolded.

Still the dove cooed, "Take two, take two-o-o-o-o."

Finally the magpie looked up. When she saw nobody near her but the silly dove, she was so angry that she flew away. And ever after that, she refused to tell the birds how to build a nest. So that is why different birds build their nests differently.

—*An English Fairy Tale.*

162

STUDYING THE STORY

Read the story through to yourself.

Now try to answer every one of the following questions without looking at the story. Then look at the story and find the answer to the question you failed to answer. Correct your mistakes.

How does the thrush build his nest?

How does the blackbird build his nest?

What do owls use in making their nests?

Why does not the sparrow make a neat-looking nest?

Why is the nest of the starling so comfortable?

How much did each bird learn?

What made the magpie angry?

What did she refuse to do?

Which one of the birds in this story do you know best?

Can you get a nest or a picture of the nest of one of these birds, or a picture of one of the birds?

You might bring it to school and tell your classmates about it.

Do you know any other birds?

Perhaps some one can bring pictures of other birds to class. If any one brings pictures, you may talk about the pictures.

163

WRITING ABOUT THE STORY

1. Write a sentence, telling how the thrush builds his nest.

2. Write a sentence, telling how the blackbird builds his nest.

3. Write other sentences, telling about the nests of the owl, the sparrow, and the starling.

4. Write a sentence, telling about a bird's nest that you found.

You may exchange papers.

Your classmates will find out whether or not you have begun and ended each sentence correctly.

They will also see if you have written a true story about the nest.

If any one is in doubt as to the spelling of a word, look again at the word in the story.

If it is not in the story, ask to have it written on the blackboard.

164

WRITING *I'M* AND *I'VE*

THE WIND

I'm in a great hurry, *I've* so much to do,

Don't speak to me, children, I pray;

These little boys' hats must be blown off their heads,

These little girls' bonnets away.

—M. E. G.

I'm means *I am*.

I've means *I have*.

What letter is omitted in the word *I'm*?

What letters are omitted in the word *I've*?

What mark takes the place of these letters?

Why are these words written with capital letters?

What letter is omitted in the word *don't*?

These are all contractions. A contraction is a shorter form of a word or words.

Some other contractions are:

I'll	I will
wouldn't	would not
couldn't	could not
didn't	did not
won't	will not
wasn't	was not

Write three sentences, using one of these contractions in each.

165

A STORY TO FINISH

One day my cat brought a baby flying squirrel home from the woods. He laid it unhurt at my feet. I kept it until it became very tame. Often I carried it around in my pocket, where it would lie quietly until I told it to come out.

One morning I took it to school. But instead of staying in my pocket as usual, it suddenly hopped out!

Did you ever see a flying squirrel?

Does it fly like a bird?

How does it fly through the air?

Tell what the flying squirrel did after he came out of the boy's pocket.

Think about the pranks it might play in the schoolroom.

After three minutes, several of you may finish the story.

Write a paragraph, telling what the flying squirrel did at school.

Be sure to indent the first line.

Be sure to make each sentence express a thought completely.

166

USING THE QUESTION MARK AND PERIOD

1. Where did the Pilgrims live after they came to this country
2. They lived in Plymouth, Massachusetts
3. How did they celebrate their first good harvest
4. They decided to have a Thanksgiving Day
5. They invited the Indians
6. How did they spend the day
7. They had a big dinner, and then they played games and ran races
8. How did the Indians like it
9. They enjoyed it so much that they stayed three days

One of you may read the questions. You may call on different children to read the answers.

Now copy on paper both questions and answers.

What mark must you put after each question?

What mark must you put after each sentence which tells something?

167

SPEAKING PAIRS OF WORDS CLEARLY**I**

Read the following sentences, speaking the beginnings and endings of all the words clearly:

1. Jack *let me* take his new Irish Mail this morning.
2. *Will you* go coasting with me? It will hold two.

3. Yes, if you will *let me* steer sometimes.
4. "Please *give me* a ride down the hill, too," said Jack's sister Mary.
5. Where is Kate? "*I don't know*," said Jack.
6. "Hurry," cried Mary. "There go Kate and Tom. Let us *catch them*!"

II

Read these pairs of words clearly, repeating each pair five times, slowly.

let me
will you
give me
don't know
catch them

Write a sentence for each of these pairs of words.

Read your sentences aloud, speaking each word clearly.

168

A STORY-GAME

LET ME, WILL YOU, ETC.

Make up a story, using the words in the list as many times as possible.

The boy or girl in the first seat, first row, may begin the story, and each one in the class will add something to it. A story told in this way is called a "round-robin" story.

In this story-game, the one who uses the greatest number of words in the list, in his part of the story, will win the game.

TALKING AND WRITING ABOUT A PICTURE

In what part of our country do you think these children live? Why?

Give a name to each boy and girl.



Where is their home?

What are they doing?

Tell a story about the children.

Have you ever had fun like this?

Tell your story to the class.

Which do you enjoy more, winter sports or summer sports?

Name some winter sports that you like.

1. Make a paragraph about the snowball fight in the picture.

2. Make a paragraph about an experience you have had in the winter.

170

TALKING ABOUT WINTER SPORTS

Those of you who live where snow falls in the winter have had fun playing in the snow.

You have built snow forts.

You have made snow men.

You have waged snow battles.

You have had fun on coasting parties.

Some of you know how to skate.

Others, perhaps, have had sport on skees.

Perhaps you have been caught in a snow storm.

You may have five minutes to think of some experience you have had in the snow.

Then several of you may tell your snow story to your classmates.

Write a paragraph of four or five sentences about one of the following topics:



1. Building a Snow Fort.
2. My Snow Man.
3. My Experience with Skees.



4. Skating on the Lake.
5. Caught in a Snow-storm.
6. A Coasting Party.



171

LEARNING TO USE *DO, DOES, DID, AND HAVE DONE*

Mary *does* her arithmetic examples in the morning before school, but her brothers *do* theirs in the evening. Last evening Frank *did* all of his lessons before half-past seven. Then he said, "Mother, I *have done* all of my work. May we play parcheesi?" "Yes," replied mother, "if Robert *has done* his work too, we will all play."

"I *have done* all my work," said Robert. "I *did* most of it this afternoon during study period."

When does Mary do her arithmetic examples?

When do her brothers do theirs?

When did Frank do his school work last evening?

What did he tell his mother?

What did he ask her?

What was his mother's reply?

The word *done* is helped by *have* or *has*.

The word *did* is never helped by another word.

I

Copy the following sentences, putting the word *do, does, did, or done* in the blank spaces.

1. — you know how to plant potatoes?

2. No, but my brother Robert —.

3. He — all the planting in our garden last spring.

4. He has — most of the spading in grandmother's garden this year.

5. I have —— some of it, too.
6. We —— the spading early in the spring.
7. Later on we —— the planting.
8. Father says we —— it very well.
9. We like to go swimming when we have ——
our work.

II

Two of you may take part in the following conversation, using *do*, *did*, or *done* correctly:

Jack: Hurry up, Tom, —— your gardening quickly, so we can play ball.

Tom: I —— —— most of it, Jack. I —— it while you were out with father.

Jack: Who —— the first two rows?

Tom: Ed —— them to help me. Joe —— the weeding in the front lawn.

172

THE ENGINE STORY

One cold winter evening, an engineer with his train of cars approached the foot of a high mountain. It was Christmas Eve, and the train was carrying a load of toys to the children who lived in the village on the other side of the mountain. Suddenly, the engine broke, and the cars stood still.

What was the engineer to do? He could not mend the break himself, and there were no shops near; yet the children *must* have those toys. Near by, there was a roundhouse where the engines not in use were kept. Perhaps there he could get help.

As he entered the roundhouse, he saw a big, beautiful express engine just in from pulling a long train of cars across the continent. "If only I might have it," he thought. But when he asked the engine to come with him, it said, "I have done my work; I have done my work; I have done my work." So the man turned to a large freight engine that had just come in after carrying many cars of iron from the mines. Perhaps he could get that one. But when he told his story, the freight engine drew itself up proudly and said, "I have been out to-day; I have been out to-day; I have been out to-day."

Sorrowfully, the engineer turned away. There was not another engine in the roundhouse that he thought would do, and he could see the faces of the disappointed little children when they failed to get their Christmas toys.

Now away back in the corner of the roundhouse was a little shunt engine that was used only in switching cars in the railroad yard. Never in its life had it been outside, and oh, how it wanted to go. Especially did it long to climb the high mountain and see what was on the other side. As it heard the engineer telling his story to the other engines, it whispered, oh, so eagerly, "I wish he'd take me; I wish he'd take me." And as he drew near, it panted, "Take me; take me; take me." "But," said the engineer, "I am afraid you are not strong enough. My train of cars is heavy, and you are very small."

But the little shunt engine kept saying, "Take me; take me; take me," until the engineer decided to try it. It seemed his only hope. He climbed into the cab and drove to the waiting cars. When all was ready, he put on the steam, and away they started.

As they climbed the mountain, the little engine kept saying: "I think I can; I think I can; I think I can." And at last there it was at the very top.

Now all was easy. As it hurried down the mountain, it sang, "I thought I could; I thought I could; I thought I could." Before you could believe it, it was in the village, and the children got their toys.

—*Mabel E. Bragg, Chautauqua.*

173

RE-TELLING THE STORY

Read the story silently.

Close your books.

One of you may tell the first part of the story to your classmates.

They will correct the mistakes you make.

Several others may tell the parts about (1) the big, fine engines in the roundhouse, (2) the little shunt engine, (3) the trip over the mountain.

Open your books.

Read the story again silently to find out the mistakes that were made.

Now some one may tell the whole story without a mistake.

174

PLAYING THE STORY

Prepare to make a little play out of the story.

How many scenes will you have?

Name the characters in the play.

Act out the story.

175

ADDING TO THE STORY

Suppose all the children in the village went down on Christmas Day to see the little engine that had brought them the wonderful toys.

Make up a story about the children and the engine.

176

USING CAPITAL LETTERS

I AND O

I am going, O my people,
On a long and distant journey;
Many moons and many winters
Will have come and will have vanished
Ere I come again to see you.
—Hiawatha—*Longfellow*.

What capital letters do you find in this poem besides those at the beginning of each line?

Find other places in your book where *I* and *O* are used alone. What kind of letters are *I* and *O*

Write three sentences using the word *I*.

Write three sentences using the word *O*.

I and *O* when written alone are always capital letters.

Read the lines from *Hiawatha* aloud, speaking words and endings clearly.

177

USING THE VOICE

 $\bar{o}\bar{o}$

1. Take the position for the breathing exercise.
2. Breathe in gently, but deeply, so that you feel the change your breathing makes where your finger-tips rest against you.
3. Breathe out slowly, smoothly, sounding $\bar{o}\bar{o}$ as in $\text{sch}\bar{o}\bar{o}\text{l}$.
4. Again breathe in gently, deeply.
Breathe out smoothly, sounding $\bar{o}\bar{o}$. Try to make it sound like a clear organ note.
5. Repeat Exercise 4 ten times.

1. Say after your teacher:

cool	too
tool	zoo
moo	who ($\bar{o}\bar{o}$)
food	mood

2. Now sing the sound $\bar{o}\bar{o}$ up the scale and down, beginning with middle *C*, making it a clear, musical note.

Read the following sentences:

The dove says, "Coo-coo-coo-oo!"

The cow says, "Moo-moo-moo-oo!"

The autumn wind sometimes seems to say, "Who-oo-oo are you-oo-oo?"

Try to make your voice sound like the voice of the wind.

As you were driving or walking along a dusty country road on a hot summer day, did you ever see a cow standing in the shallow brook, under a tree with wide-spreading branches?

This is what you might hear her say, if you understood her language:

With my four white feet in the shaded pool,
Though the day is hot, I am fresh and cool!

Moo-moo-oo-oo!

'Neath this breeze-blown tree, I am fresh and cool!

Are you?— Are you-oo-oo?

—C. I. O.

Read this to the rest of the children so that they will see the picture and hear the cow's voice.

178

LEARNING TO COPY

CHRISTMAS

Wake me to-night, my mother dear,
That I may hear
The Christmas bells, so soft and clear,
To high and low glad tidings tell
How God the Father loved us well.

—John Keble.

Copy the stanza about Christmas.

Why do the words *Wake* and *That* begin with capital letters?

Name other words in the stanza that begin with capital letters for the same reason.

Why does Christmas begin with a capital letter?

What words in the last line begin with capital letters?

Repeat the stanza from memory, 'after you have studied it.

179

USING TWO, TO, AND TOO

Put one of the above words into each blank as you write the following sentences on paper.

1. There were — stockings hanging by the fireplace in the living room.
2. They belonged — Betty and Bob.
3. The — children woke before daybreak.
4. "May we get up, mother?" called Betty.
"We want — go down — see our presents."
5. "It is — early yet," replied mother, "and the living room is — cold. Father is going down — make a fire."
6. In a little while father called — them — come down.
7. Each stocking was filled — the brim, but Betty's doll was — large — go into hers. She sat on Bob's sled, holding — red, white, and blue horns in her lap.
8. Bob was — excited — open his bundles. He began — blow a horn, but his father said, "It is — early for that."

180

FINDING A STORY IN A PICTURE

Look at the picture carefully.

What has this girl been told to do?

What has she forgotten to do? Why?

Look at her face.

What kind of book is she reading?

What is the kitten doing?

What do you think will happen next?

Give the girl a name.

Give the picture a title.

Study the picture.

Tell the story you found in the picture.

Your classmates may vote to decide whose story is most interesting.



181

LEARNING TO USE *THERE ARE* AND *THEY ARE*

"How many boys *are there* in your school, Will?"

"*There are* fifteen boys in my room."

"How many boys *are there* in the first row?"

"*There are* two boys in the first row."

"Who *are they*?"

"*They are* Charles and Leonard."

"*There are six boys in the second row, and four boys in the third row. There are no boys in the fourth row, but there are three in the fifth row. They are the tallest boys in the school.*"

I

One of you may ask the questions in the story, and another may answer them.

Ask questions about the number of boys and girls in each row in your school.

Make your questions like those in the book. Call on some other child to answer your questions.

II

Copy the following sentences, putting *there* or *they* into the spaces.

1. Are — any pictures on the walls of your schoolroom?
2. Yes, — are several very pretty pictures.
3. Whose pictures are —?
4. — are Miss Wood's pictures.
5. Are — any which belong to the school?
6. Yes, — are two which were given to the school.
7. — are pictures of Washington and Lincoln.

TALKING ABOUT EARNING MONEY

In the following stories two school children, a girl and a boy, tell about their first earnings.

I

HOW I EARNED MY FIRST DOLLAR

When I was a little girl, I earned my first dollar by selling dolls' hats. My sister and I opened a shop on our front porch. To attract the attention of the passers-by our father painted a sign, putting on it our names and the prices of the hats. Some of them cost only a penny, but others were as high as ten cents. My aunt, who was a milliner, gave us feathers, buckles, and pieces of ribbon for the hats. In a few days, we had a big trade and more orders than we could fill. We kept our shop open until we went away for the summer.

II

ONE WAY OF EARNING MONEY

I have tried several ways of earning money but have found selling water cress the most successful.

Water cress grows on the wet, sandy shore along small streams. As we have a small stream running through our place, it was an easy matter to obtain it. I found it best to gather and prepare the cress for market on Friday, because I had no lessons that evening. My customer, who had promised to take all the cress I would bring him, was a dealer in vegetables at the Center Market. In order to reach the market before the crowds came, I had to get up at half-past four and catch the first car into the city. I made no less than two dollars every time I took the cress to market.

Many of you, no doubt, have earned money, too. You may have five minutes to think about

your experience in earning money. Then tell your classmates about it.

Perhaps the following topics will help you.

1. My First Earnings.
2. How I Earned My First Dollar.
3. What I Did with the First Money I Earned.
4. What I Do with My Pennies.
5. My Bank Account.
6. Why I Should Save My Pennies.
7. How to Start a Bank Account.
8. How to Earn Money in Vacation Time.
9. Earning Money for Christmas.

183

USING ABBREVIATIONS

Yesterday we played store. Billy was the storekeeper. Dorothy and Susan were the shoppers.

This is what we said:

Dorothy: I want two *yards* of blue ribbon about an *inch* wide.

Billy: Very well, miss, I will measure it for you. Is there anything else?

Dorothy: Yes, I should like to see some fishing poles for my brother.

Billy: Here is a good six *foot* pole. Will this do?

Dorothy: Yes, I think that will suit him. That is all I need, but my friend wants some things.

Susan: I want some milk and some molasses.

Billy: How much do you want?

Susan: I will take one *pint* of milk and three *quarts* of molasses.

Billy: Is there anything else?

Susan: I think I shall need one *gallon* of vinegar.
Please send them C. O. D.

Billy: Very well, miss, call again.

How much ribbon did Dorothy buy?

How wide was the ribbon?

How long was the fishing pole?

How much milk did Susan buy?

How much molasses did she buy?

How much vinegar did she buy?

The words *inch*, *foot*, *yard*, *pint*, *quart*, and *gallon* are often written in a shorter form, thus:

in. means *inch*

pt. means *pint*

ft. means *foot*

qt. means *quart*

yd. means *yard*

gal. means *gallon*

This short form of the word is called an *abbreviation*.

An abbreviation must be followed by a period.

Make a list of the things Dorothy and Susan bought, using the abbreviations.

Copy the following tables, filling in the vacant spaces.

____ = 1 qt.

____ = 1 ft.

____ = 1 gal.

____ = 1 yd.

You will notice that Susan wanted her things sent home C. O. D.

C. O. D. is the abbreviation for *Cash on Delivery*.

Your mother often sends you to the store. Make a list of three things she might tell you to buy. Use abbreviations in your list.

184

SPEAKING WORDS CORRECTLY

SOMETHING

Stand and take the breathing exercise.

Speak clearly the word *some* five times, saying it each time all together, after your teacher.

Now speak the word *thing* five times in the same way.

Put the two words together, making the word *something*.

Speak clearly the word *something* five times, after your teacher.

Read aloud, one boy or girl at a time, the following lines, speaking the word *something* correctly and clearly every time.

You have *something* to eat and *something* to wear—
Something too good to waste or tear;
You have *something* to use and *something* to share
With poor little children "over there."

—C. I. O.

In reading the fourth line be sure to speak the word *children* correctly.

185

A GAME

Choose a leader.

The leader will say, "I see something that begins with A" (or any other letter).

The other children will guess what it is, each one answering with a complete sentence beginning, "The something that begins with *A* is——."

The child who guesses first will be the next leader.

The second leader will say, "I see something that begins with *B*" (or any other letter).

The others will guess as before.

If any player does not speak the word *something* correctly and clearly, some one will take his place.

186

**LEARNING TO
WRITE LETTERS**

I

The boy in this
picture is Philip.
What is he doing?
This is the address
on the letter.



Master Stuart Rider
239 Tenth Street
Miami, Florida.



The boy in the picture is Stuart. It is Christmas morning, and the postman is just giving him a package and a letter from Philip.

This is the letter.

10 Huntington Street
New Haven, Conn.
December 22, 1919

Dear Stuart,

I am sending you a pencil-box because I thought that it would be useful to you in your school work.

Grace and I wish you a Merry Christmas.

Your friend,
Philip Hale

Stuart was delighted with his pencil-box.

This is the letter of thanks he wrote to Philip.

239 Tenth Street
Miami, Florida
December 30, 1919

Dear Philip,

Thank you very much for Mr. Pencil-box. He looks happy but he is very thin, though I feed him pencils every day.

Please give my love to Grace.

Your friend,
Stuart Rider

Copy Philip's letter.

Notice the different parts of the letter.

Place them on your paper just as they are placed in the book. Copy Stuart's letter.

Copy the address on the envelope. Write the address Stuart wrote on the envelope of his letter to Philip.

Write a letter to some one who has given you a birthday gift, thanking him for the present.

Write the parts of your letter just as Stuart and Philip wrote theirs.

Draw an envelope and address your letter.

187

LEARNING TO WRITE DATES

Look at Philip's letter to Stuart on page 198.

When did Philip write the letter?

When did Stuart write the answer?

Where is the date on each letter written?

Close your books and write the date of your birthday.

What date is to-day? Write it.

Write the dates of the following holidays:

Christmas Day

Memorial Day

Washington's Birthday

St. Valentine's Day

New Year's Day

Lincoln's Birthday

Independence Day

Columbus Day

Can you think of any other days you celebrate either at home or in school? Write these dates.

Follow the models on page 198.

188

USING ABBREVIATIONS

In Philip's letter to Stuart on page 198, you will notice that he writes *Conn.* to stand for the name of the state, *Connecticut*. In the heading of a letter or the address on the envelope the name of the state is often abbreviated.

The words *Street*, *Avenue*, and *County* may also be abbreviated.

When a letter is written to a person who lives in the country, it is usually not delivered to him at his house. In some places, he must go to the post office for his mail. In others, there is a *Rural Free Delivery*. The mail carrier drives through the country and leaves the mail in boxes that are placed at different points along the road. Each route has a number, and in addressing a letter, it is necessary to put the number of the route with the letters *R. F. D.* on the envelope.

Here are the abbreviations that you may use in addressing a letter:

St.—Street

Co.—County

Ave.—Avenue

R. F. D.—Rural Free Delivery

The name of a city should never be abbreviated.

189

AN AROUND-THE-CLASS STORY OF A LETTER

Play that you are Stuart's letter. Tell what happened to you from the time you were written

until you reached Philip. Go all around the class with the story.

Suppose some one says: First, I was written —.

Some one else continues: Next, I was folded —.

A third pupil says: Then —.

Now make sentences one by one, in turn, all around the class, continuing the story.

How are letters sent from place to place in the United States to-day?

How are they sent to Europe?

How are they sent to people who live on islands?

How do they travel in Alaska?

How were letters sent when George Washington was living?

Can you think of two ways of sending letters at that time?

190

LEARNING TO USE GO, WENT, AND HAVE GONE

Elsie *goes* to the playground nearly every day. She *went* there yesterday to swing, and to-day she *has gone* to see a game of basket-ball. Her brother Herbert *has gone* to the Zoo to see the elephants.

I

Answer the following questions, using the words in the story.

1. Where does Elsie go nearly every day?
2. Why did she go there yesterday?

3. Why has she gone there to-day?
4. Where has her brother Herbert gone?

The word *gone* is helped by *have* or *has*.

The word *went* is never helped by another word.

II

Write the following sentences, putting in the word *go*, *goes*, *went*, or *gone*.

1. Ralph has — on a trip to New York.
2. He — last Saturday.
3. He — by way of Philadelphia.
4. Edward has — away, too.
5. He has — to see his grandmother in Baltimore.
6. He — there every holiday.
7. Mary and Jack have — to the country.

191

A RIDDLE

My first is in *fair* but not in *there*;
 My second's in *pair* but not in *stare*;
 My third is in *reap* but not in *sheep*;
 My fourth is in *steep* but not in *deep*;
 My fifth is in *high* but not in *spy*;
 My sixth is in *tie* but not in *rye*;
 My seventh's in *people* and also in *steeple*.

What am I?

I hover in air twixt earth and sky;
 I'm not a bird and yet I can fly!

—S. E. S.

Can you give the answer?

192

A PICTURE



This is the picture of the airship that carried the first mail sent by the air route in this country.

From what city was the mail sent?

To what city was it taken?

What do you think the two men in the foreground of the picture are saying to each other?

What are all the people in the background doing?

Have you ever seen an airship start its flight?

Tell about it.

What must the mailman carry to help him find his way?

What might the airship letter say to a letter that came by the railroad?

One of you may pretend that you are the airship letter. Someone else may pretend to be the letter that came by train. Make up the conversation between the two.

193

LEARNING TO USE WORDS

Fill in the blanks in the following sentences with words chosen from the lists below.

ON THE PLAYGROUND

It is twelve o'clock. The bell has _____. Out _____ the children to the playground. What fun they have _____, _____, _____. They take turns at _____, _____, _____, _____.

Over there the boys are playing _____, _____, and _____.

See what fun the girls have playing _____.

Now the bell rings again.

Soon the children form in line. When they are _____ they _____ _____ up the stairs.

dash	running	ball
rush	jumping	tag
run	catching	marbles
singing	quietly	ring
march	sliding	prisoner's base
I spy	ready	rung

194

USING THE VOICE

OW—OU

1. Take the position for the breathing exercise.
2. Breathe in. Breathe out, giving the sound *ōō*.
3. Repeat Exercise 2 five times.
4. Breathe in. Breathe out, sounding *ā*.
5. Breathe in. Breathe out, sounding first *ā* and then *ōō* in the same breath.
6. Repeat Exercise 5, at first slowly, then rapidly, until *ā* and *ōō* come close together. This is the sound of *ou* in *sound* and *ow* in *now*.

Repeat the following words after your teacher.

how	vow
cow	now
doubt	crowd
allow	loud
sound	bound
round	mouth
town	about

195

READING

TOWSER

If you should have a Cocker pup,
 And you should name him Towser,
 What would you do, if he should up,
 And make an awful row, Sir!

What would you do, if just for fun,
This mischief-making Towser
Should scare the girls and make them run?
You'd punish him?—But how, Sir?

Suppose that he, in puppy glee,
Should chase a mooley-cow, Sir!
Suppose the farmer angrily
Should shake his fist at Towser!

Suppose he spied a chicken coop
And raised a great pow-wow, Sir!
Do you suppose with yell and whoop,
You'd quell the riot now, Sir?

And if some day, in puppy play,
Your wicked little Towser
Thro' Mother's best rug made his way,
There'd ructions be, I vow, Sir!

Of course she'd say, "Tho' you're a pup,
This thing I can't allow, Sir!
To have my rugs all eaten up
By such a naughty Towser!"

But all such low-born tricks as this
Have nought to do with Towser!
They would, no doubt, not be amiss
With common pups like Bowser!

I'm very sure he'll do what's right—
This high-born little Towser!
He'll wag his tail, and be polite,
And smile, and say "Bow-wow, Sir!"

—C. I. Orr.

Read the poem aloud.

Find in these verses about Towser the *ou* and *ow* sound you have just learned to speak carefully.

Say the words aloud.

196

A STORY

A DOG AND A LETTER

Harold was on his way to the letter box to mail a letter to his chum, when he stumbled at the crossing and fell. The wind caught his letter and sent it flying down the street. Before he could catch it, a big dog bounded to it, snatched it up, and darted off.

Harold shouted to the dog and ran after him. But the dog trotted along, keeping just ahead and evidently enjoying the race. After running four blocks, the dog found his master and delivered his message. When Harold came up, the man was holding the letter in his hand. It was not even bent! He gave it to Harold, who thanked him and ran off to mail it before something else happened to it.

—A *Pupil*.

197

TALKING ABOUT THE STORY

How many paragraphs are there in this story?

What does the first paragraph tell about?

What does the second paragraph tell about?

What had the dog in the story been trained to do?

Have you ever owned or known of a dog or other pet trained to carry messages or bundles?

Tell a story about such a dog.

Come to the front of the room to tell your story.

Keep a lookout for the words *and*, *so*, and *then*.

Speak clearly.

Talk to the boy or girl who is farthest away from you.

198

WRITING ABOUT TRAINED ANIMALS

Write a paragraph of four or five sentences, telling about the clever trick of some pet that you have had, or about a trick you have seen some animal perform at the Zoo or on the stage.

Perhaps the following list may help you.

1. A Dog's Funny Trick.
2. How the Lame Squirrel Got His Dinner.
3. A Performing Seal.
4. Our Cat's Sly Tricks.
5. How the Monkey Ate His Dinner.

199

LEARNING TO WRITE LETTERS

II

Dick and his brother Joe live in the city. Their friend, Ned, lives out of town on a farm. Dick and Joe were making a garden one spring in

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their back yard. They wanted to be sure that they did everything right, so they asked Ned to help them. Here is Dick's letter to Ned.

1020 Cathedral Street
Baltimore, Md.

April 30, 1919

Dear Ned,

Joe and I are making a garden in our back yard. Will you come to town Saturday and help us plant our seeds? We have peas, beans, lettuce, and beets.

Tell your mother we'll take you home in the automobile.

Your friend,

Dick

This was Ned's reply.

Cedarcroft
Baltimore County, Md.
May 1, 1919.

Dear Dick,

Yes, indeed, I'll come, and what's more, I'll bring you some seeds. Guess what they are!

I'm thinking of that ride home in the automobile, Dick.

Yours,

Ned

Copy either Dick's letter to Ned or Ned's letter to Dick.

Notice where each part of the letter is printed.

Notice the capitals and punctuation marks in each part. Copy exactly. Make no mistakes.

In the fall Ned invited Dick out to the farm to go nutting.

Write Ned's letter.

Write Dick's answer.

Draw two envelopes.

Write the address Dick wrote on Ned's letter.

Write the address Ned wrote on Dick's letter.

Be sure to follow the model on page 197.

Be sure to use the correct abbreviation for your state.

200

USING *BETWEEN YOU AND ME*

Let us swing in the hammock, Bertha.

All right, Mabel, where shall I sit?

You may sit *between Irene and me*. We will put my doll *between you and me*.

Notice that Mabel says, "between you and *me*."

It would be wrong to say, "between you and I."

One of you may stand with your back to the class, while the teacher hands a ball or other small object to some child. This child must put the ball between the boy or girl across the aisle and himself. Then the child at the front of the room tries to locate the ball by asking, "Edward, is it between you and Rob?" In answering, Edward must say, "No, it is not *between Rob and me*." If he says *I* instead of *me* he must take the place of the child at the front of the room.

201

RE-WRITING A STORY

Read the story below as quickly as you can. It should not take longer than two minutes.

Now close your book and write the story as you remember it.

When you have finished, open your book and compare your story with the one in the book.

Some of you may read your stories aloud. The class will point out any mistakes you have made.

WHY THE BEAR'S TAIL IS SHORT

In the winter the fox promised to teach Mother Bear to fish. So he led her to a hole in the ice, and told her to put her tail down into the water. "Keep it there for a long time," he said. "When you pull it out, it will be covered with fish."

As the bear believed all that the fox said, she sat a long time waiting for the fish. When at last she tried to pull her tail out of the water, she found that it was frozen fast.

She called to the fox to pull her out, but he laughed at her and ran away. Then she called to Father Bear, who pulled and pulled until at last he set her free.

But Mother Bear left a part of her tail in the ice.

202

TELLING OTHER STORIES

Does this story remind you of other stories you have read or heard?

Perhaps some of you know the *Just So Stories*.

The following titles may suggest a *Just So* story that you have heard:

How the Whale Got His Throat.
How the Camel Got His Hump.
The Cat That Walked by Himself.
How the Leopard Got His Spots.
The Butterfly That Stamped.

You may have five minutes to think over some story that you can remember.

One of you may tell your story.

The rest of you may ask questions about the story.

The boy or girl who tells the story may answer the questions.

Some one else may tell one of the *Just So Stories*.

If none of you knows the *Just So Stories*, perhaps your teacher will read some of them to you.

You may be able to get the book at the Public Library.

203

LEARNING TO WRITE LETTERS

III

Mildred Hawthorne's friend, Mabel Cunningham, lives in Kenilworth, a suburb of Chicago. One morning, Mabel was delighted to receive the following letter from Mildred.

FOR SPEAKING AND WRITING 213

1024 Lakeside Avenue
Chicago, Illinois
October 16, 1919

Dear Mabel,

Can't you come in after school to-morrow to see my present? It's the cutest dog you ever saw. Really, he's just like a toy dog. My uncle brought him from Mexico.

We call him Chico. He has hardly any hair on his back and—but come over and see for yourself. We'll have a great time playing with my new toy, won't we?

Affectionately,
Mildred

Suppose Mabel could not come. Write her answer.

Suppose she could come. Write her answer.

Look at the parts of the letter carefully before you write your letters.

Draw two envelopes. On one write the address Mabel wrote; on the other, the address Mildred wrote.

Mabel lives at 610 Cumnor Road, Kenilworth, Illinois.

1. Write a letter asking a friend to go to the circus with you.

Address the envelope.

2. Write a letter to your mother, who is away on a visit, telling her what you want her to bring you as a present.

Address the envelope.

3. Write a letter to your brother who is away, at school, telling him about your birthday party.

Address the envelope.

204

CONTINUING A STORY

It happened at the circus. Mildred was sitting in the front row with her little Mexican dog Chico snugly tucked away in her lap. The bareback riding act was just over. Next came the horse and dog act. The dogs were to ride the horses. In they came, big dogs, little dogs, black dogs, white dogs. There, at the very end, was one just like Chico! Mildred jumped up and clapped her hands. And Chico? His eye caught sight of the little Mexican dog and off he darted——.

Tell what happened.

Suddenly, Chico seemed to realize where he was and started to run back, but the other dogs did not want him to go. They ——.

Tell what they did.

Mildred did not know what to do. She finally made up her mind to go to the ring herself, when ——.

Finish the story.

205

USING *DON'T* AND *DOESN'T*

Copy the following sentences, putting the word *don't* or *doesn't* in each of the blank spaces.

1. "Where is Fido?" asked Tom as he came into the room.
2. "—— you see him lying on the rug?" replied May. "He —— seem to feel well."
3. "He has hurt his paw," said Tom; "but he —— know how to tell us. —— you think you can fix it, May?"
4. "Yes, here's a bandage. —— that feel better, Fido?"
5. "Thank you, May: —— he look grateful?"

206

A GAME

SPEAKING WORDS CORRECTLY

You remember the game of pronouncing words. Look on page 172 and read the directions again. Play the same game with the following words.

burst	once	yellow	height
swept	twice	pumpkin	wheat
arithmetic	wish	next	reading
bringing	after	polite	February
where	drowned	wept	chimney

207

USING CAPITAL LETTERS

NAMES OF PLACES

In some of the countries of Europe there is a particular flower which the people love best.

This is called the national flower because it represents the nation. Does your state have such a flower? If so, what is it?

The writer of the following poem thinks that the corn should be chosen to represent the United States because it was first found in our country.

COLUMBIA'S EMBLEM

The rose may bloom for England,
The lily for France unfold,
Ireland may honor the shamrock,
Scotland her thistle bold,
But the shield of the Great Republic,
The glory of the west,
Should bear a stalk of the tasseled corn,
Of all our wealth the best.

—*Edna Dean Proctor.*

Name the countries that are mentioned in this stanza.

What country does the lily represent?

To what country does the shamrock belong?

What does the writer call our country in the poem?

With what kind of letter does the name of each country begin?

Name the city or town in which you live.

Name the state in which you live.

Look at Mildred's letter on page 213.

In what city does she live?

In what state does she live?

How does she begin each of these names?

1. Write the names of five countries.
2. Write the names of five states in our own country.
3. Write the names of five large cities.
4. Write the names of five rivers.

The name of a place begins with a capital letter.

208

A GAME

LITTLE FRIENDS FROM FAR AWAY

My name is Onoto. I live in a country far, far away. I wear a kimono of bright colors with wide, flaring sleeves. When the weather is pleasant, I wear shoes made of straw; but in cold or wet weather, I wear wooden clogs. Can you guess the name of my country?

The child who guesses correctly may tell the story of a boy or girl from some other country. Play that you are a little Eskimo, Chinese, or Dutch child. Describe your clothes or the place where you live so that the children can guess who you are.

209

A STORY

THE MILLER, HIS SON, AND THEIR DONKEY

A miller and his son were driving their donkey to a fair to sell him. They had not gone far on their way

when they came upon a number of women gathered around a well.

"Look there!" cried one of the women; "did you ever see such stupid fellows? They trudge along on foot when they might ride."

On hearing this remark, the old man placed his son on the donkey's back, and walked along by its side. Presently they met a group of old men.

"There!" said one of the men; "this proves what I was saying. In these days, no respect is shown for old age. Get down, you young rascal, and let the old man rest his weary limbs."

Upon this the old man made his son dismount, while he himself got up on the donkey. Soon they met some women and children.

"You lazy old fellow!" cried several of them; "are you not ashamed to ride while that poor little lad walks?"

The good-natured miller at once took up his son behind him. In a short time, they came in sight of the town.

"Pray, my friend," inquired a man, "is that donkey your own?"

"Yes," answered the old man.

"One would not have thought so from the way you load him," said the other. "You two are better able to carry the poor beast than he is to carry you."

So the miller and his son got off the donkey, tied his legs together, and hung him on a pole. Then taking the ends of the pole on their shoulders, they marched over a bridge that led to the town.

The funny sight drew crowds of people, who roared with laughter. The donkey, not liking the noise nor the strange things that were done to him, struggled to

get free. At last, he broke the cords, fell into the river, and was drowned.

Then the old man, angry and ashamed, made the best of his way home again. By trying to please everybody he had pleased nobody and had lost his donkey into the bargain.

210

PLAYING THE STORY

The following questions may help you in preparing to play the story.

1. Where were the miller and his son going?
2. Who will be the donkey?
3. What will represent the road when you play the story in the schoolroom?
4. What different groups of people did the miller meet?

Work out the rest of the story, making the miller answer each person who speaks to him.

Now choose boys and girls to take the parts and act the story.

Do not forget that the donkey is one of the characters in the play.

How are you going to have the donkey carried by the miller and his son?

211

LEARNING TO USE TAKE, TOOK, AND HAVE TAKEN

Today we went out on the lawn in front of the school. One child in each room *took* his school flag.

When we *had taken* our places, we gave the salute to the flag. All the boys *took* their hats off. A photographer *took* a picture of us while we were saluting the flag.

I

Answer the following questions, using the words of the story.



1. What did one child from each room take out on the lawn?
2. What did the boys do when they gave the flag salute?
3. What did the photographer do?
4. Who took the large flag down?

The word *taken* is helped by *have* or *has*.

The word *took* is never helped by another word.

II

Copy the following sentences, putting the word *took* or *taken* in the blank spaces. Be sure that *taken* has a word to help it.

1. I —— my flag with me when I went to play soldier.
2. Yesterday I —— my drum, too.
3. Before we marched, we —— some exercises.
4. My father —— these setting-up exercises in the army.
5. We have —— these setting-up exercises every day this year.
6. Fred has —— them, too.
7. Have you ever —— them?
8. The miller —— up his son behind him.
9. The miller and his son —— the ends of the pole on their shoulders.

212

A TOAST TO THE FLAG

Here's to the red of it!
 There's not a thread of it,
 No, nor a shred of it,
 In all the spread of it,
 From foot to head,
 But heroes bled for it,
 Faced steel and lead for it,
 Precious blood shed for it,
 Bathing in red.

Here's to the white of it!
 Thrilled by the sight of it,
 Who knows the right of it
 But has felt the might of it
 Through day and night?
 Womanhood's care for it
 Made manhood dare for it,
 Purity's prayer for it
 Kept it so white.

Here's to the blue of it!
 Heavenly view of it,
 Star-spangled hue of it,
 Honesty's due of it,
 Constant and true;
 Here's to the whole of it,
 Stars, stripes, and pole of it,
 Here's to the soul of it,
 Red, white, and blue!

—*John Daly.*

Learn the poem about the flag.

213

USING THE VOICE

1. Stand for the breathing exercise.
2. Breathe in, placing your hands as for all breathing exercises, to be sure that you are breathing deeply.
3. Form your lips for a whistle; blow out through the opening.
4. Repeat exercises 2 and 3 ten times.
5. Now read the following lines, listening for

the sound of the *whirling wheels* in the words that begin with *wh*:

While he *whistled*, *what* did he see?

Whirligigs whirling right merrily!

Whizzing and *whistling* as gaily as he!

Did you hear the *whirling wheels*?

Read the following stanza, being careful to speak the *wh* words correctly.

Where the blackbird sings the latest,
Where the hawthorn blooms the sweetest,
Where the nestlings chirp and flee,
That's the way for Billy and me.

—James Hogg.

214

A GAME

1. Choose a leader for the game.
2. Write down as many words beginning with *wh* as you can think of while your leader slowly counts 100 to himself.
3. When he says 100 aloud, each pupil in turn will read his words to the class.
4. If a pupil does not pronounce the *wh* correctly, the leader will not count the word for him.
5. The one who has the most words beginning with *wh* pronounced correctly wins the game.

215

USING CAPITAL LETTERS

INITIALS

Each of you has a first and a last name. Some of you have a middle name, too.

A person does not always write his entire name. Generally he uses a letter to stand for his middle name; as, William *T.* Price. Sometimes he does not write either his first or middle name, but uses the letters that stand for them; as, *W. T.* Price. Sometimes he may write only the letters that stand for his three names; as, *W. T. P.*

A letter which is used in the place of a name is called an *initial*.

Write your entire name.

Now write it again, using for your middle name only the letter which stands for it.

With what kind of letter did you begin each of your names?

What kind of letter did you use for your middle initial?

Now write the initials of your name.

What mark is placed after the middle initial in William Price's name?

What mark is placed after each of his three initials?

Be sure to use a period when you use initials instead of the full name.

Copy the following names, using initials for the middle names.

Henry Wadsworth Longfellow.

John Greenleaf Whittier.

Louisa May Alcott.

Joel Chandler Harris.

James Whitcomb Riley.

Write them again, using the initials for the first and middle names.

Write the three initials that stand for each of the full names.

An initial is written with a capital letter and is followed by a period.

216

WRITING AND TALKING ABOUT A PICTURE

Write the answer to each of the following questions. Be sure that each answer is given in a sentence.

1. What kind of parade is this?
2. What motto are the boys carrying?
3. What does this motto mean?
4. What branch of the Service do the boys represent?
5. How can you tell?
6. What is the building in the background?
7. What time of year is it?

Perhaps one of you has been in a parade or some other kind of procession.

Tell your classmates about the parade in which you took part.

Many of you have seen one or more of the following:

1. A Circus Parade.
2. A Grand Army Parade.
3. A Boy Scout Parade.



4. An Inauguration Day Parade.
5. An Automobile Parade.
6. A Fourth of July Parade.
7. A St. Patrick's Day Parade.
8. A Memorial Day Parade.
9. A Firemen's Parade.
10. A Woman's Suffrage Parade.

Tell your classmates what the parade you saw looked like.

Vote for the best word-picture of a parade.

217

MAKING SENTENCES FROM A POEM

THE ELF AND THE DORMOUSE

Under a toadstool
 Crept a wee Elf,
 Out of the rain
 To shelter himself.

Under the toadstool,
 Sound asleep,
 Sat a big dormouse
 All in a heap.

Trembled the wee Elf,
 Frightened, and yet
 Fearing to fly away,
 Lest he get wet.

To the next shelter—
 Maybe a mile!
 Sudden the wee Elf
 Smiled a wee smile;

Tugged till the toadstool
 Toppled in two.
 Holding it over him,
 Gaily he flew.

Soon he was safe home,
 Dry as could be.
 Soon woke the dormouse—
 "Good gracious me!

"Where is my toadstool?"

Loud he lamented.

And this is how umbrellas

First were invented.

—*Oliver Herford.*

Write sentences in answer to the following questions.

1. Who crept under a toadstool?
2. Why did he creep under the toadstool?
3. Who sat under the toadstool all in a heap?
4. How far was it to the next shelter?
5. What did the elf do to the toadstool?
6. Then what did he do?
7. What did the dormouse say when he awoke?
8. What was the first umbrella?
9. Who carried it?

218

USING HAVE AND HAS AS HELPERS

blow	blew	have blown
freeze	froze	have frozen
burst	burst	have burst
rise	rose	have risen
shake	shook	have shaken
drown	drowned	have drowned

This is the same family of helpers that you have met before, but this time they are helping other words.

Read the list of words which *have* helps.

Has is also used to help these words.

Read the lists of those which do not need help.

Notice that the word *burst* is spelled just the same in each column.

I

Read the following sentences, choosing from the list the word that is needed.

1. Last evening the wind — about nine o'clock.
2. It — hard all night.
3. It — so hard that it — the house.
4. Then it became so cold that the water — in the pitcher.
5. The pitcher which we had left on the window sill —.
6. I hope the lake has — hard.
7. One of the boys fell in yesterday, but he was not —.
8. O look! the wind has — down that sign.

Write three sentences, using in each a word chosen from the second list.

Write three more, using words from the third list.

II

Tell a little story about one of the following:

1. The Coldest Day Last Winter.
2. Caught in a Snowstorm.

3. On the Lake in a Storm.

4. A March Washday.

Use in your story as many of the words in the lists as you can.

219

A STORY

DIEGO AT THE SPANISH COURT

Little Diego wanted to go on the voyage with his father, Columbus, but he was too young. So he was taken to the court of Spain, where he was to be a page until his father returned.

Very often the other pages in the royal palace would gather round Diego and tease him. "Ho, Diego!" cried one of these boys one day seven months after Columbus had sailed away. "What news to-day from the Mad Sailor?"

"When it is time for news from my father," answered Diego, drawing himself up proudly, "it shall be great news, I promise you!"

"Time!" cried one of the others. "It is nearly seven months since the Mad Sailor started out from Palos! Isn't seven months enough time? Long before this your father reached the edge of the world and sailed right over it. Down, down, down, he fell, with his ships and his men!"

"The earth is round!" replied Diego. "There is no edge to sail over. It is only foolish people who think so. My father will sail on and on. He will reach land on the other side of the world."

"Ho-ho-ho!" laughed all the other boys. "The earth round! Ho-ho-ho!"

"Everyone knows that the earth is flat, and that it rests upon the back of a great turtle!" said a page named Gomez. "How round does the earth look to you, Diego? Look across the garden. Does it curve up or down? You have seen the great sea, haven't you? When the Mad Sailor set out for the west, was he sailing up-hill? Ho-ho-ho!"

"If the world is round," said another page, laughing, "what about the people on the other side? If there are people under us, they must be walking with their heels upward and their heads hanging down!"

"Yes," jeered another, "and in that land, I suppose it rains and snows upward!"

"My father says that in those countries, down is toward the earth, and up is toward the sky, just as it is here," answered Diego.

"There are terrible monsters in the Sea of Darkness," said Gomez. "They will swallow your father's three ships at one mouthful."

"It is not so," replied Diego, with scorn. "The sea is just the same blue sea that laps the wharf at Palos. Far to the west are wonderful islands. Farther still are the shores of India. My father will find them!"

Suddenly a messenger ran into the hall where the boys were talking. "The son of Columbus!" he called loudly. "Where is he? The queen sends for him! The great Columbus has found the land beyond the sea! A message has just come from him."

The pages fell back, in surprise and shame, as Diego proudly followed the messenger to the queen. In the whole world, there was no happier boy. For what his father had taught him was all true! The Mad Sailor was right; the world was round!

—*Sarah A. Haste.*

220

PLAYING THE STORY

Turn back to page 132 and read the directions for making a play out of the story of *Robin Hood and Little John*. Now make a play out of this story as you did out of that.



221

A STORY TO FINISH

"Fire! Fire!" shouted the grocer, as he ran out of the store. His shoes left a track of molasses behind him.

Finish the story.

Where was the grocer when he discovered the fire?

What was he doing?

Were there any other people in the store when the fire started?

Why did his shoes leave a track of molasses behind him?

1. He might have gone to the cellar for a jug of molasses.
2. He might have thrown a lighted match on the floor.

3. As he smelled the smoke, he might have looked behind him, and he might have dropped the jug of molasses when he did so.

Tell about the arrival of the fire engines.

Tell how the men put out the fire.

Finish the story together. Each of you, as your name is called, may add a sentence.

Have you ever seen a big fire?

Tell about a fire you saw, or tell about the fire in the picture.

1. How are many indoor fires caused?
2. How are forest fires often started?
3. What should campers and people who go on picnics be very careful about?
4. What time of year are forest fires most apt to occur? Why?

222

A GAME

USING WORDS IN STORIES

Pronounce after your teacher the words in the following list:

quantity	learned	across	kettle
several	geography	oyster	quiet
column	arithmetic	grocery	height
promised	arranged	sank	crept

Make up a little story of four or five sentences about one of the following:

1. A Walk on the Beach.
2. Getting Dinner for Mother.
3. The Day I Didn't Know My Lessons.

In your story use as many of the words in the list as you can.

Several of you may tell your stories to the class.

The boy or girl who uses correctly the greatest number of words in the list wins the game.

The class will watch for words that are spoken incorrectly.

223

LEARNING TO USE QUOTATION MARKS

HOSPITALITY

Said a snake to a frog with a wrinkled skin,
"As I notice, dear, that your dress is thin,
And a rain is coming, I'll take you in."

—*John Tabb.*

Read the words that the snake said to the frog. These are the exact words that the snake used. What he says is called a *quotation*.

Notice the marks at the beginning and end of the quotation. These marks are called *quotation marks*. Quotation marks always travel in pairs. One pair is at the beginning of what is said; the other pair is at the end. They show that the words between the marks have been spoken.

With what kind of letter does the first word of the quotation begin?

Turn to the story of *Robin Hood and Little John*. Read the exact words Robin Hood used when he met the stranger. Where are the quotation marks? Read the words the stranger used in reply. Where are the quotation marks? What kind of letter begins each quotation?

A quotation gives a person's exact words.

A quotation is enclosed in quotation marks.

The first word of a quotation begins with a capital letter

224

STUDYING THE COMMA

There is an old story about the naming of the flowers. After each flower had received its name, a little blue eyed one came timidly back and said, "Dear Father, I have forgotten my name." Then the Heavenly Father looked down at the wee flower and said gently, "Your name shall be Forget-me-not."

Read what the flower said to the Heavenly Father. Before and after which words are the quotation marks placed?

What did the Father say to the little flower? Tell where the quotation marks are placed.

Why do *Dear* and *Your* begin with capital letters?

What mark is directly before each quotation?

A comma separates a quotation from the rest of the sentence.

1. A vine said to the oak How old are you?
2. The oak replied I am almost a hundred years old.

In the first sentence what does the vine ask the oak tree?

Where should the first quotation marks be put?

After what word should the others be put?

Where should you put the comma?

Why does *How* begin with a capital letter?

Study the second sentence to see where the comma and quotation marks belong.

Now copy both sentences, putting in the commas and quotation marks.

225

A STORY TO FINISH

I heard two squirrels chattering outside my window this morning. They were having a quarrel. This is what they said to each other.

Finish the story.

What was the quarrel about?

It might have been about some nuts.

What did the first squirrel say?

What did the other squirrel answer?

What else did they say to each other?

How did the quarrel end?

Now tell the story from the beginning.

Select a title for the story.

Write the title on the blackboard.

What words in the title should begin with capital letters?

Write the conversation of the squirrels on paper.

What marks must you put at the beginning and end of everything the squirrels say to each other?

What kind of letter must begin what they say?

226

LEARNING TO COPY

Copy the following fable, being sure to put in the commas, quotation marks, and capital letters.

A dog chased a hare a long distance but had to give up because he was out of breath.

The dog's master said, "You are not much of a runner to be beaten so easily."

The dog replied, "Well, we had different reasons for running. The hare was running for his life, but I was only running for my dinner."

227

A GAME

MAKING WORDS DO THEIR OWN WORK

Play this game as you did the one on page 134.

Come, came, come

1. Has Jack — home yet, Mary?
2. He — in an hour ago, but he went out again. Bob has — in. Do you want to see him?

Go, went, gone

1. Where has Fred —, Billy?
2. He has — to the city. He — on the ten o'clock train?

See, saw, seen

1. Have you — the picture Robert drew. Clara?
2. Yes, I — it yesterday. I have — all of his pictures.

Do, did, done

1. Have you — all the work I gave you to do, Charles?
2. Yes, I have — it all, mother. I — it before I went out to play.

Blow, blew, blown

1. Did you hear the wind — last night, Helen?
2. Yes, it — very hard, didn't it? I don't know when it has — so hard.

Shake, shook, shaken

1. Have you — the dust out of your coat, Blanche?
2. I — it out of my dress, but I have not yet — my coat.
3. Do not — it out in the room.

Rise, rose, risen

1. Your kite didn't — very high, did it, Jim?
2. It would have — higher with more wind.
It — above the housetops yesterday.

Freeze, froze, frozen

1. Did the river — over last night, Tom?
2. Yes, it — so thick that we can skate on it.
It has never before — so hard.

Take, took, taken

1. Will you — the books back to the library,
Henry?
2. I have — them, Elsie. I — them this
morning before school.

Wear, wore, worn

1. Why don't you — your blue dress, Grace?
2. I have — it so often I'm tired of it. I —
it all last winter, and it is almost — out.

Make other sentences in which these words do their own work.

228

USING THE VOICE

ŌW (FINAL)

1. Take the position for the breathing exercise.
2. Breathe in deeply. Breathe out on the
sound ō.

3. Repeat ten times.
4. Now say after your teacher, taking a deep breath each time:

ō—follow
ō—hollow
ō—pillow
ō—willow
ō—window

When this *ow* is at the end of a word, boys and girls and some grown-ups, too, are apt to lose it, and to borrow a sound to take its place. The other sound is *ēr*, which belongs to *caller*, *other*, *father*, *banner*, *keeper*, *sleeper*; but not to *hollow* and *tomorrow*.

Notice the queer hill-and-valley mark *~* that shows the sound of *ēr* in these words, and the straight line — that shows the sound of *ō* in *pillow*.

Write all the words ending in *ow* that you can think of in five minutes.

Read them carefully to the class.

Who has the longest list?

229

LEARNING TO USE WORDS

The class will work together to make lists of words that you might use in telling the story of:

1. A Christmas Party.
2. A Thanksgiving Dinner.
3. A Snow Man.

4. A Fairy's Visit.
5. An Automobile Ride.
6. A Big Fire.
7. A Dog Fight.
8. A Railroad Trip.
9. A Straw Ride.
10. A Sail on the Lake.

Some one may write the words on the black-board as you give them.

Write one of these stories, using as many of the words in the list for that story as you can.

230 .

CONTINUING A STORY

I am Doris Wood's canary. I am a little year-and-a-half-old pure yellow bird, the pet of the family.

One afternoon, the family went away and left me alone. But I didn't care, for the sunshine was beautiful. I sang and sang and sang, stopping only long enough between my songs to get a seed or two.

While I was practicing some new notes, I saw a great big black thing coming into the room. I couldn't hear it, for it didn't make the least bit of noise. It came straight on, steadily, smoothly, stealthily. It walked all around my little table, looking up at me in the cage in a most dreadful way. Suddenly up it sprang and —.

Tell what happened.

I felt a prick above my bill and on my wing. I thought I was being killed when I heard a door —.

Finish the story.

231

A STORY TO PLAY

Have you ever read the story of *Polly Flinders's Apron*?

It tells about a little girl named Polly Flinders who wanted a new white apron with ruffles on it.

One day while she was thinking about it, she fell fast asleep. While she was asleep, Mr. Cotton-stalk walked up to her and asked her if she wanted a new apron.

Of course Polly said that she did, so Mr. Cotton-stalk told her to get a bag and follow him. He led her to a large cotton-field where he told her to pick all the cotton she wanted. He also told her to pick out the seeds so they could be planted for other aprons.

Polly picked and picked until her bag was full. She gave the seeds to Mr. Cotton-stalk, but she told him that she was still without an apron.

Then Mr. Cotton-stalk told her to put the bag on her back and carry it to a large factory in London Town. So Polly started off again.

When she reached the factory, she heard the wheels humming and buzzing, singing a little song about the work they were doing. After she had opened her bag, the factory man told her to empty the cotton into the bin and to watch while it was being made into cloth.

As Polly watched, the cotton was drawn off into long threads which grew finer and finer as they were woven across each other into white cotton cloth.

At last, the factory man gave her the cloth and told her to take it home to her mother to be made into a new white apron.

Then with a loud p-u-f-f he blew her back home.

Just at that moment, Polly awoke to find herself sitting on her own doorstep. Her mother was calling her to come to see what she had made for her.

Guess what it was.

Now don't you want to read the story? It was written by Madge A. Bingham. You will find it in the *Howe Third Reader* and also in *Mother Goose Village*.

I

Play the story of "Polly Flinders's Apron."

How many children will be needed?

What could Polly be saying to herself as she sat on the step?

What did Mr. Cotton-stalk ask her?

What did Polly answer?

Give Mr. Cotton-stalk's directions to Polly.

What might Polly be saying to herself as she picked the cotton in the warm sun?

What did she say to Mr. Cotton-stalk as she gave him the seeds?

What were his next directions?

What did Polly hear as she drew near the factory? See if you can make up the song that the wheels were singing. Try to make it rime. All of you might be the wheels, if you sing the song softly.

What did the factory man tell Polly to do?

What might she say to herself as she watched the cotton being woven?

What did the factory man tell her to do with the cloth?

How did she get home?

When Polly awoke, who was calling her? What did her mother want to show her?

What do you think Polly said when she saw what her mother had made for her?

II

How many of you have ever seen a cotton-field? Tell how it looked.

How many have ever visited a cotton factory?

Tell what you saw there.

How many children have been to some other kind of factory?

What kind was it?

Tell what people did there.

232

GETTING BOOKS FROM THE LIBRARY

"Where are you going, Dick?" asked Paul.

"I'm going to the Public Library with Walter," replied Dick. "He wants to take a book back."

"I wish we could get books out, Dick."

"So do I, Paul. Come along and let us see if we can get one."

The three boys skated down to the library. At the door they took off their roller skates and mounted the broad stairway to the children's room.

A pleasant-faced young woman took Walter's book, and he went off to look for another, leaving Dick and Paul standing near the desk.

"Can I do anything for you?" asked the librarian.

"We should like to get a book," said Dick.

"Well, I think we can manage it. Where do you go to school?"

"We are both in the fourth grade at the Franklin School," replied Paul. "We should each like to have a book."

"Where do you live?" was the next question.

The boys gave their addresses, and the librarian handed each of them a printed letter and an application blank.

"Take this home," she said, "and ask your father or mother to sign the application. When you bring it back, I will give each of you a card. Then you may take a book out and keep it for two weeks."

This is what the letter said:

Dear Sir,

Your child has applied for permission to use the Public Library. If you are willing that he should take books home from the Library, please sign the inclosed paper and return it to the Public Library.

Parents are requested to see that children take good care of books. Using them when the hands are soiled or when eating will seriously injure them.

Very truly yours,

J. E. Young,

Librarian.

The boys' fathers were glad to sign the papers, particularly as Dick and Paul promised to take good care of the books.

The first book Dick took out was *John of the Woods*, while Paul chose *Nights with Uncle Remus*.

Here are some of the books that the boys enjoyed most:

Children of the Dawn, by Buckley.

Moni the Goat Boy, by Spyri.

Tales of the Persian Genii, retold by Olcott.

The Arkansaw Bear, by Payne.

Tinker Johnny, by Herbertson.

Pinocchio, by Collodi.

Merrylips, by Dix.

Wild Animals I Have Known, by Thompson-Seton.

Adventures of Robin Hood, by Pyle.

Heroic Legends, by Herbertson.

Which of the books in this list have you read?

Which one did you like best?

Tell why you liked it better than the others.

Name some other books you have read.

233

LEARNING TO WRITE TITLES OF BOOKS

Look at the list of books which Dick and Paul read.

Which words in the first title begin with capital letters?

Which words in the third title begin with capital letters?

Read the titles of the stories on page 230 and page 251.

Write the titles of two books you have read outside of school.

The important words of a title begin with capital letters.

234

USING CAPITAL LETTERS

WORDS REFERRING TO GOD

Lift up your heads, O ye gates,
And be ye lifted up, ye everlasting doors,
And the King of Glory shall come in.
Who is the King of Glory?
The Lord, strong and mighty,
The Lord, mighty in battle.
Lift up your heads, O ye gates,
Even lift them up, ye everlasting doors,
And the King of Glory shall come in.
Who is the King of Glory?
The Lord of hosts,
He is the King of Glory.

Read the names which refer to God.
With what kind of letters do they begin?
Find, in the Bible, Psalm XXIII and tell the words which refer to God.

How is God spoken of in the Lord's prayer?
Write a list of names by which God is known.

All words which refer to God begin with capital letters.

235

MORE ABOUT QUOTATION MARKS

A teacher once asked the children in her school, "What is the greatest day in the year?"

"The Fourth of July!" replied George. "It's the greatest day for Americans."

"No," said Donald, "the greatest day is Christmas."

"I think it must be Washington's Birthday," said Mabel.

"I am afraid you are all wrong," was the teacher's answer. "The greatest day in the year is mother's birthday."

How many of you agree with the teacher?

Why does *What* begin with a capital letter?

Read what George said. Where are the quotation marks? Why are two sets of quotation marks used?

Read what Donald said. Tell where the quotation marks are placed, and give the reason.

Read the teacher's answer. How many sets of quotation marks are used? Where are they placed?

Quotation marks are used to inclose only words actually spoken or written by some one else.

236

LEARNING TO COPY

"Thou too, sail on, O Ship of State,
Sail on, O Union, strong and great."

These lines are part of a long poem. What do

you think is meant by the *Ship of State*? Why are capital letters used?

What other capital letters do you find in these two lines? Give the reason for the use of each.

Copy the lines, and learn them.

Try to write them from memory tomorrow, being very careful about the capital letters.

237

TALKING ABOUT A POEM

WHEN SPRING COMES TRIPPING IN

Wake up! wake up! wake up!
Daisy dear, and buttercup!
Daisy, find your pretty frill—
Springtime's breezes can be chill;
Worn with such a winsome grace—
Frills become your lovely face.

Hasten! hasten! buttercup;
Spring is calling:—"Hurry up.
Birds arrive 'most every day—
Making plans for quite a stay;
And the rills and brooks are singing
Fit to set the bluebells ringing."

Fleecy clouds, like woolly sheep,
In the blue sky lie asleep;
Stir a bit when breezes blow;
Sometimes, in a moment, go
Far away, quite out of sight—
Hurrying home, perhaps, 'fore night.

—Nancy Thorne Yost.

Why must the daisy and the buttercup wake up?

What does the daisy wear?

What color is her frill?

In the second stanza what things tell you that spring is coming?

What does spring say to the buttercup?

Have you ever picked daisies and buttercups in the spring?

Where did you go for them?

Have you ever seen the bluebells growing?

What do they look like?

Do you know any other wild flowers?

What colors are they?

Where do they grow?

What time of the year do they come?

What do the little clouds look like?

Tell a story about the time you went to the park or the country to gather wild flowers.

1. When did you go?
2. Where did you go?
3. What flowers did you find?
4. What color were they?
5. Were there many of them?
6. Which ones did you like best?
7. What did you do with them when you took them home?
8. Why should you not pick all the flowers you find?

238

A STORY

FOR RENT

When spring came this year, we kept a list of the birds as they returned from the South and wrote the time of their arrival on the blackboard. One day our teacher said, "What are you going to do to keep the birds near the school?"

"We will build houses for them and rent them cheap," said Ralph. "The rent will be a song a day."

"Very well," agreed Miss Morrison; "but you must hurry, or they will find other homes."

On Monday morning we all arrived with our bird boxes. Every child had one, the girls as well as the boys. After making his box, Jim had covered it with pieces of bark. Mary's was made of a cheese box with a small hole on the side. It was not large, but Mr. and Mrs. Wren can get along very well in a small space. They do not care for apartment houses. Clara had bored a hole in the side of a gourd and fastened a bit of wire to the stem for a handle. Walter's bird house was made of a piece from the branch of a tree, hollowed out.

Miss Morrison let us choose places for our boxes. The little cheese box was fastened up on the porch and soon became the home of a happy family of wrens. As many of the trees in our school yard were too small for them, most of us put our little bird homes in an oak tree near by. We watched eagerly for each new tenant, and soon every house was occupied. As we sat in school, we could hear the joyous songs of our feathered friends, and we were more than paid for our trouble.

239

TALKING AND WRITING ABOUT BIRDS

How many of you have seen birds nesting near your homes?

What have you done to attract them there?



Have you ever put out pieces of string or strips of cotton to help them in their nest building?

Tell what birds' nests you have seen. Where were they?

What kind of bird house can you make? Where will you put it?

Write a paragraph about a bird you have watched.

240

WRITING FROM DICTATION

Read again the fable of *The Wise Boar* on page 145.

Learn to spell the difficult words.

How many pairs of quotation marks can you find? Where are they used? Why?

What mark is used after the word *tusks*? Why?
Notice the other marks of punctuation.

Now close your books and write the story, as your teacher reads it to you. Be careful about capital letters, spelling, and marks of punctuation.

241

TALKING ABOUT SPRING GAMES

After the long winter you are glad to get out of doors again. What games do girls and boys like to play in the springtime?

Make a list of the games boys play.

Make a list of the games girls play.

Make a list of the games they play together.

Write each list on the blackboard.

Add other games to the lists.

Several of you, in turn, may tell how to play different games.

242

USING THE VOICE

A WAR AMONG SOUNDS

Ū

Ū and ŌŌ are enemies. How do you suppose it happened? You see Ū had a great many word-friends. Among them were Dew (dū), Tūne, Blūe, and Sūsan. He was very happy before ŌŌ came into his camp, from time to time, and lured

some of his companions away to join his own army, which was already quite large enough.

Of course, many of \bar{U} 's men are still loyal. There are \bar{U} se, \bar{A} buse, \bar{F} ew ($\bar{F}\bar{u}$) and others. But the lost words that belong to him he misses sadly. He has been fighting hard to win them back, ever since \overline{OO} stole them from him. Will you help him?

If you say $t\bar{o}\bar{o}n$ for $t\bar{u}ne$, you are helping \overline{OO} to keep a word that does not belong to him. Be on the watch to win back \bar{U} 's soldiers. Then \bar{U} will make peace with \overline{OO} .

Here are some other words that belong to \bar{U} 's army.

adieu ($ad\bar{u}$)

stew ($st\bar{u}$)

Notice that \bar{u} sounds like the word *you*.

Repeat after your teacher:

\bar{u} — \bar{u} se

\bar{u} —adieu ($ad\bar{u}$)

\bar{u} — $d\bar{u}$ ty

\bar{u} — $s\bar{u}$ it

\bar{u} — $t\bar{u}$ ne

\bar{u} —stew ($st\bar{u}$)

\bar{u} —new ($n\bar{u}$)

\bar{u} — $m\bar{u}$ te

\bar{u} — $fl\bar{u}$ te

\bar{u} — $t\bar{u}$ tor

Find words in the stories in your book that belong to \overline{OO} 's camp; find words belonging to \bar{U} 's camp

Perhaps you have heard this funny little jingle and have laughed over it:

“A tūtor who tūtored the flūte
 Tried to tūtor two tōōters to tōōt;
 Said the two to the tūtor,
 ‘Is it easier to tōōt,
 Or to tūtor two tōōters to tōōt?’ ”

A tūtor is a teacher.

A tōōter is one who blows a horn.

Read this to the class. Be sure not to send
 Ū into the enemy's camp.

A GAME

1. Select two captains, one for \overline{OO} 's camp and one for \overline{U} 's camp.
2. The captains will draw lots for the first turn, and then will take turns in choosing one at a time the members of their camps.
3. \overline{OO} 's army will write on paper all the words containing \overline{o} that they can think of in five minutes. At the same time \overline{U} 's army will write the words containing \overline{u} .
4. At the end of five minutes when your teacher gives the signal, the two armies will stand, facing each other, and read in turn clearly, to the opposing army, the words they have written, not repeating those that are alike in the different papers.

5. Your teacher will check off the words correctly pronounced in each army. The side having the greater number of correctly pronounced and clearly spoken words will win the battle.

243

GETTING A STORY FROM A PICTURE



Why are the children in the picture looking at the baby?

Write a story, telling what you think happened.

244

A GAME

WATCHING YOUR
SPEECH

Each one of you may write on a card or slip of paper one of the following sentences. The first pupil may write the first sentence, the second pupil the second sentence, and so on.

1. Oh, look, the balloon has burst!
2. Was the dog drowned?

3. There were two of them.
4. I am not sure that I can go.
5. Isn't that a pretty picture?
6. Let me go, I tell you!
7. Aren't you going to the library?
8. The children have come back.
9. Smoke is coming out of the chimney.
10. Were you there with them?
11. I haven't an apron.
12. The bell has rung twice.
13. The bell rang at eleven o'clock.
14. I heard him say it.
15. Won't you give me a handkerchief?
16. What did you do with your arithmetic book?
17. Haven't you your umbrella with you?
18. Mother bought me a new apron.
19. Where are you going to sit?
20. Don't you want to sit by me?
21. He doesn't like vegetables.
22. What do you want me to do?
23. What are you going to do with it?
24. Where did you go yesterday?
25. May I have something to eat?
26. Did you get your letter?
27. Where is our geography lesson.
28. Who won the victory?
29. Didn't you hear what he said?

Play the game as you did the one described on page (172).

245

A STORY

THE MAID OF ORLEANS

Long ago, in a little village in France, there lived a young peasant girl named Jeanne d'Arc. Her work

was to tend her father's sheep. As she sat on the hillside watching them day by day, she often thought of her dear country, and of all that it suffered because of the terrible war that was going on. She wished that she were a man, so that she might go and drive the English from the land.

One day, news came that the English soldiers were about to take the brave town of Orleans. The young King Charles dared not go to Rheims to

be crowned because the enemy held that place. As Jeanne sat thinking of these things, a bright light suddenly shot through the branches of the trees, and a voice said, "Be good. The King of Heaven has chosen you to deliver France." Then Jeanne knew that she



must go at once to the French court. So she cut off her long hair and put on men's clothes and rode bravely off alone.

At the court of the young king her strange story was at first met with laughter and scorn. Finally, however, the king gave her permission to go with the French soldiers to the aid of Orleans, which the English were besieging.

In the days that followed, the simple peasant girl led the rough French soldiers against the English. Jeanne was always at the front, urging the French on, and terrifying the English, who thought that she was a witch. At last, the English gave up Orleans, and the French entered in triumph. A little later, when King Charles was crowned in the great cathedral at Rheims, Jeanne stood at his side.

Then, believing that her work was done, Jeanne wished to go back to her sheep; but the voice called to her to remain, and she obeyed. She led the soldiers of France on to victory, until one day she was captured by the enemy. The selfish French king made no effort to ransom her, and the English condemned her as a witch to be burned at the stake in the market place of Rouen. But as she died, an English soldier standing near said, "We are lost, for we have this day burned a saint."

I

Read this story through aloud, in turn, paragraph by paragraph.

Your teacher will help you to pronounce the names of the French cities.

Find these cities on the map of France.

Look at the picture of the war poster of 1918 reproduced in your books.

Why was Jeanne's picture used?

What do the French people think of Jeanne to-day?

Have you seen the motion picture called *Joan, the Woman*?

If so, tell how in the play the story of Jeanne influenced the young soldier of the World War. If you do not know the story, perhaps your teacher will tell it to you.

II

Do you know any one who has been to France?

Do you know any one who has visited the home of Jeanne?

What is the name of the village where she lived?

What do you know of the great cathedral at Rheims?

What happened to it in the World War?

Tell a story, if you can, in answer to any of these questions.

III

Have you heard of any other brave woman who has served her country?

Perhaps you can tell your schoolmates the story of some brave woman of the World War of 1914-1918.

Perhaps your teacher will tell you the story of one of these brave women.

246

LEARNING TO WRITE PLURALS

The *birds* came early this year. The *bluebirds* came first, then the *robins*, then the *wrens*. The *robins* built their *nests* in the *trees* in our garden. The *wrens* settled themselves in the *boxes* that the *boys* and *girls* had made for them. Soon there were *eggs* in all the *nests*. At last, one morning, the *children* were delighted to find five little *robins* in one of the *nests*. In a short time, there were baby *birds* in all the *nests*.

Find all the words in this story that mean more than one thing. What word, in each case, means *one* thing of the same kind?

Write the words in two columns on the black-board. In the left-hand column place the word that means one thing; in the right-hand column, the word that means more than one. Perhaps your teacher will let you take turns in writing the words on the board. Thus:

<i>One</i>	<i>More than one</i>
bird	birds
bluebird	bluebirds

In the same way make lists of the names of other things, putting the word that means *one* in the left-hand column, and the word that means *more than one* in the right-hand column. You may make lists of things that you have seen:

1. on the street
2. in the park

3. on a farm
4. on the playground
5. at the zoo
6. in your kitchen
7. in any other room in your house
8. in your classroom
9. in the workshop
10. at church

Study the lists carefully. What is the last letter of most of the words that mean more than one thing?

Most words that mean more than one thing end in s.

Some words that mean more than one thing do not end in s.

247

LEARNING TO WRITE POSSESSIVES

1. The boys' hats are hanging on the hooks.
2. The girls' coats are in the cloakroom.
3. The children's toys have been put away.
4. They sell men's clothing at that store.

Whose hats are hanging on the hooks?

What mark is added to *boys* to show that the boys own or possess the hats?

What do the girls own? What mark is added to *girls* to show their ownership?

Whose toys have been put away?

What mark and what letter are added to *children* to show that the children own or possess the toys?

What mark and letter are added to *men* to show that the men *possess* the clothing?

You have learned that most words that mean more than one thing end in *s*, and that some words that mean more than one do not end in *s*.

Look again at the words *boys'* and *girls'*.

How do words meaning more than one and ending in *s* show ownership or possession?

Look at the words *children's* and *men's*.

How do words meaning more than one and not ending in *s* show possession?

When words that mean more than one end in *s*, an apostrophe is added to show possession.

When words that mean more than one do not end in *s*, an apostrophe and *s* are added to show possession.

Write answers to the following questions, using the possessive form of the words in *italics*. Be careful first to write correctly the word that means more than one. Then, if the word ends in *s*, add an apostrophe to show possession. If the word does not end in *s*, add an apostrophe and *s* to show possession.

1. Where were the nests of the *robins*?
2. Where were the nests of the *wrens*?
3. What color are the wings of the *bluebirds*?
4. Why did Goldilocks go to the house of the three *bears*?
5. Have you seen the pictures of my *brothers*?

6. Where do they sell dresses for *women*?
7. Did you hear the concert of the *birds* this morning?
8. Do you hear the voices of the *children*?
9. When are they going to have a sale of hats for *men*?
10. Are the cages for the *lions* very strong?

248

LEARNING TO USE *TO* AND *AT*

Mary liked to *go to* school. She also liked to *go to* the motion pictures. One morning she *was not at* school. The teacher asked her brother Ted, "Will Mary *be at* school this afternoon?"

"No," said Ted, "she *went to* the movies yesterday and was caught in the rain. She has a bad cold to-day."

But when afternoon came, Mary felt much better. "Mother", said she, "may I *go to* the movies?" "Of course not", said her mother. "You did not *go to* school this morning so you must stay *at* home this afternoon. Besides, you *have gone to* the pictures too often lately."

To what two places did Mary like to go?

Why did the teacher ask a question about Mary?

What question did she ask?

Why was Mary absent from school?

What was the first reason why she was kept away from the movies? What was the second reason?

A person is said to *go to* a place.

A person is said to *be at* a place.

.Take turns in asking each other the following questions. Be sure to use the name of the boy or girl to whom you speak.

You must use either *at* or *to* in every answer.

The boy or girl who uses *at* or *to* incorrectly in his answer will be out of the game.

1. Where were you last Saturday afternoon?
2. Where did you go on Sunday morning?
3. Where were you during your summer vacation?
4. Where do you sometimes go after school is out in the afternoon?
5. Where have you gone for a trip in a train, a trolley, or an automobile?
6. Where was your father yesterday?
7. Tell in a sentence everywhere you were last week.
8. Tell in a sentence everywhere you went last week.

249

STUDYING THE COMMA

Betty's mother was ill in bed, and Betty was entertaining Mrs. Evans, who had come to call. She felt very grown-up, and was trying her best to act just as her mother would. They sat on the porch, talking.

"Has your mother been ill long, Betty?" inquired the caller.

"No, Mrs. Evans, only three days."

"And do you like to be the little housekeeper and nurse, my dear?"

"Yes, Mrs. Evans, I like it pretty well, thank you."

Just then Betty's little brother Tom came dashing around the house and up the steps. He stopped short when he saw the visitor.

"You seem to be having a good time, Tom, since school is over," said Mrs. Evans.

"Yes, you bet I am!" Tom answered, hurrying past her into the house. Betty blushed, and asked Mrs. Evans to excuse the little boy's rudeness.

In every one of the sentences in quotation marks, except the last, there is a word or words naming the person spoken to. In the first quotation the word is *Betty*. Find the four others.

What mark stands before *Betty* in the first quotation? What mark stands before each of the other names addressed?

In the second and the fifth quotations, what mark stands after the names addressed?

When Betty said *Yes* or *No* she was careful to add *Mrs. Evans*. Tom was not so polite. In each of these three cases, what mark follows *yes* and *no*?

A comma always separates the name of a person spoken to from the rest of the sentence.

A comma always separates *yes* or *no* from what follows it.

Write a question, addressing by name the child across the aisle. For instance, you might write, "Fred, will you go skating with me after school?"

Exchange your questions, and write two answers to the one you receive, using *yes* in one answer and *no* in the other.

In all three sentences, be sure to use the comma correctly.

250

USING THE RIGHT WORD AT THE RIGHT TIME

"Oh, dear," said Lucy, half-crying, "I have broken the cover to my new pencil-box. *Can* you *mend* it for me, Frank?"

"Yes, of course I *can*," said her older brother Frank. "*May* I borrow the glue from mother's desk? I *mended* a broken chair the other day, so I *can* easily *mend* your pencil-box."

"While I'm waiting *may* I look at the pictures in your history book?" said Lucy.

"Yes, you *may*. But be careful in turning the leaves. It is not so easy to *mend* the torn leaf of a book."

I

Mend AND *Fix*

Notice how careful Frank and Lucy are to use the word *mend*, in speaking of something broken. It would be wrong to use the word *fix*, as people often do. *Fix* means *to fasten*, and Frank is not going to fasten the pencil-box. *Fix* is a good word, but it is often used in places where it does not belong.

Have you ever taken a broken, or torn, or damaged thing and made it almost as good as

new? If so, tell the class about it; but do not use the word *fix*.

In the following sentences, put another word in place of the word *fix*, which is incorrectly used.

1. Go and *fix* your hair.
2. She *fixes* her hair becomingly.
3. I helped mother *fix* the room for company.
4. Can you *fix* my broken toy?

In the following sentences, the word *fix* is used correctly.

1. Halloween was the date *fixed* (set) for the party.
2. The desks and chairs are *fixed* (fastened) to the floor.

Make other sentences using the word *fix* correctly. Remember that *fix* means *set* or *fasten*.

II

Can AND *May*

1. Another word which Frank and Lucy are careful to use correctly is the word *may*. Often children carelessly use *can* instead of *may*. *Can* means *to be able*. Of course Lucy is *able* to look at the pictures; what she wishes is *permission* to do so. When you ask for permission you must use *may*.

2. Choose a girl from the first row to act the part of mother. All the children in that row will ask her permission for something, beginning,

“Mother, *may* I ——.” She will answer, using the word *may*.

3. Choose a boy from the second row to act the part of teacher. The children in that row will ask his permission and he will reply in the same way.

4. Several of you in turn may ask each other for permission to borrow something. Be sure to name the child to whom you speak. If you are spoken to, be sure to answer politely.

5. Several of you in turn may ask each other questions beginning, “*Can* you ——”, meaning, “*Are you able?*” The child spoken to will answer, “*Yes, I can*”, or, “*No, I can’t.*” It will be fun if you can think of hard enough questions to ask so that he will have to say “*can’t.*”

251

LEARNING TO WRITE LETTERS

IV

1545 Poplar Street
Philadelphia, Pa.
May 18, 1920

Dear Tom,

Have you ever been to a circus? Last Saturday father took us boys to the one that was here. We had the best time! I can’t tell you about all of it, because it was so big and there were so many things to look at. But I’ll tell you about the elephants, because I liked them best.

There were twenty elephants. I know, for I counted them. They played soldiers. One elephant had a gun and shot another big fellow. The elephant that was shot fell down dead. Then a "Red Cross" elephant came and tried to bring him to life. But it wasn't any use. He was dead. Of course, he wasn't really dead. It was only make-believe.

They did a great many other tricks, too. They stood on their hind legs and danced, and they stood on their fore-feet with their hind legs in the air. Then when it was all over, the whole twenty of them stood in a row on their hind legs and made a bow. Don't you wish you had seen them? They surely were funny.

Next time I write I'll tell you more about the circus.

Sincerely your friend,

Jack Crawford.

I

STUDYING THE PARTS OF THE LETTER

1

Look again at the different parts of this letter.

What is written at the top or *head* of the letter?

This part of a letter is called the *heading*. The *heading* tells *where* and *when* the letter is written.

Which part of the heading is written on the first line? on the second? on the third?

What words in the heading begin with capital letters?

What marks of punctuation are used in the heading?

Turn to the letters on pages 198, 209, and 213. What part of the heading is written on each line? What capitals and marks of punctuation are used?

2

When you meet Fred on the street, you usually say, "Hello, Fred!" do you not? Then you stop and talk to him.

If you go to Fred's home, and his mother comes to the door when you ring the bell, you say, "Good morning, Mrs. Brown," before you ask if you may see Fred.

If your uncle comes to your house to visit you, you say, "How do you do, Uncle John?"

That is to say, you *greet* Fred and Mrs. Brown and Uncle John before you talk to them.

So, in writing a letter to a friend, you *greet* your friend before you talk to him. You do not write *Hello* or *Good Morning* or *How do you do*; but you do write *Dear Fred*, *Dear Mrs. Brown*, or *Dear Uncle John*.

The part of a letter in which you *greet* your friend is called the *greeting* or *salutation*.

Where is the greeting or salutation of a letter placed? What mark is used after the salutation?

3

When you part from Fred, after having talked to him, you say, "Good-by". So in your letter, when you have written all that you want to tell

your friend, you write *Good-by* to him. You do not always write the words *Good-by*, but you write *Your friend* or *Yours sincerely* or some other words like them.

This part of a letter is called the *complimentary close*.

Where is the complimentary close placed?

Which word in the complimentary close begins with a capital?

What mark follows the complimentary close?

4

Between the salutation and the complimentary close is the letter itself. It is called the *body* of the letter. The body of the letter is like the talk that you had with Fred between your *Hello* and *Good-by*.

How many paragraphs are there in the body of this letter? How do you know?

Where does the first word of the first paragraph begin? the second? the third?

What does the first paragraph tell about? the second? the third?

Read each paragraph carefully. Then read this little outline. Does each part of the outline tell what one paragraph of the letter is about?

1. A good time at the circus.
2. How the elephants played soldiers.
3. Other tricks that the elephants did.

The parts of a letter are the heading, the salutation, the body of the letter, and the complimentary close.

A comma is used after the name of a city and after the day of the month in the heading.

A period is used after all abbreviations in the heading.

A comma is used after the salutation.

A comma is used after the complimentary close.

II

1. Draw an envelope and address Jack's letter to Tom. Tom's last name is Stevens. He lives at 110 Prospect Avenue, Middletown, New York. Follow the model on page 197.

2. If you have ever been to a circus, you may write a letter to Jack telling him about your visit. Do not try to tell everything you saw. Tell him about the thing you liked best.

Perhaps you liked the lions, tigers, and other wild animals in the cages; or the camels and the little baby camel that could hardly stand up; or the horses and the horse race; or the seals and pigs that did tricks; or the trapeze performers; or one of the clowns.

3. If you have never been to a circus, you may write about something you have seen at the Zoo, at a fair, or at the moving pictures.

In writing your letter, be careful of the arrangement of the heading, salutation, and complimentary close. Be sure, also, to use capitals and marks of punctuation correctly.

4. Draw an envelope and address your letter to Jack. Follow the model on page 197.

252

A GAME

LEARNING TO SPEAK CORRECTLY

1. George *bought* some candy when he was in town.
2. He *brought* it home to the children.
3. I *heard* Frank say he didn't like it.
4. He *threw* his piece away.

As your teacher calls on you, several of you may read the sentences to the class. Now pronounce again the words *bought*, *brought*, *heard*, and *threw*. These are troublesome words. Sometimes boys and girls mispronounce them or use other incorrect words instead of them.

In playing the game that follows, one of you may ask the question. Another one of you may answer it. The pupil who asks the question may use the name of the boy or girl whom he addresses, instead of the name in the book. The pupil who answers must use the word *bought*, *brought*, *heard*, or *threw*.

I

BOUGHT

1. What did you buy at the store, Tom?
2. Where did you buy your new hat, Clara?
3. Did you buy your ball at Mason's, Fred?

4. What kind did you buy, Frank?
5. When did you buy your sled, Jack?

II

BROUGHT

1. What did you bring for lunch, Clara?
2. Did Jack bring his little brother with him, George?
3. What did mother bring home from market, Mary?
4. Did you bring all your books, Sam?
5. How many bats did you bring, Tom?

III

HEARD

1. Did you hear Helen sing, Frank?
2. When did you hear her sing, Dorothy?
3. How many songs have you heard her sing, Tom?
4. Did you hear what mother said, Jack?
5. What did you hear that boy say, Florence?

IV

THREW

1. To whom did you throw the ball, Sam?
2. Who threw it to you, Hal?
3. Where did you throw your hat, George?
4. Did you throw a stone at the bird, Joe?
5. What did you throw into the basket, Jean?

253

USING ABBREVIATIONS

Among the speakers at the mass meeting were the Honorable Peter Sterling, Governor of New York, James Kennedy, Sr., of the Western Railroad Company, Herbert Childs, Jr., General Heath, Captain Dodge, and Lieutenant Ford. The lieutenant told some exciting experiences he had had while running Tank Number 10 in Company K of the First Regiment.

There are five words in this paragraph which do the work of titles. Find them. With what sort of letter does each begin? Notice that when *lieutenant* is not used as part of the owner's name, it begins with a small letter.

All these titles have abbreviations, as follows:

Hon.—Honorable	Capt.—Captain
Gov.—Governor	Lieut.—Lieutenant
Gen.—General	

It is not proper to use these abbreviations except in addressing an envelope; and it is better not to use them then.

There are abbreviations for certain other words in the paragraph above.

R. R.—Railroad	Sr.—Senior
Co.—Company	Jr.—Junior
No.—Number	

Senior and *Junior* are attached to names, when father and son both have the same name. This is done so that there may be no doubt as to who

is meant; as, Henry Blake, Sr. (father) and Henry Blake, Jr. (son).

The other abbreviations are proper only in very special cases. For instance, a time table may properly speak of the *P. R. R. Co.*, meaning the *Pennsylvania Railroad Company*. But you should not write it so. Any army report may speak of *Tank No. 10, Co. K.*, but you should write out the words in full.

254

REPEATING A CONVERSATION

Sometimes on the playground you will hear two children talking about what other people have said. Perhaps they will talk like this:

"Yesterday the teacher says to me that I would have to stay after school. And I says to her that my mother needed me at home right away. And she says that didn't make any difference."

The boy or girl who was telling that story was talking about what happened yesterday. But yesterday was in the past. The word that should have been used was not *says*, which belongs to the present time, but *said*, which belongs to the past. Correct the story.

He *says*, to-day.

He *said*, yesterday.

Tell the class something that your mother or father or brother or sister or teacher or anyone else said to you yesterday.

255

LEARNING TO USE *I*, *HE*, AND *SHE*

Mrs. Lee was sitting with her back to the door when Helen came in from school.

"Who is there?" she asked without looking around.

"I, mother," replied Helen.

"I'm glad you have come, dear," said Mrs. Lee.
"Aunt Cora is here. She and I are going for a walk."

What is Helen's answer to Mrs. Lee's question?

Notice that she says *I* and not *me*, because she means *I am*.

Who are going for a walk? Use Mrs. Lee's words in your answer.

Notice that she says *She* and *I* because she means *She is going* and *I am going*. You would not say *Her is going* or *Me is going*, so it is incorrect to say *Her and me are going*.

As your teacher calls on you, you may read the following sentences. In the first exercise, one of you may read the question, and another may read the answer.

I

- | | |
|-------------------------|----------|
| 1. Who is there? | I [am]. |
| 2. Who did that? | I [did]. |
| 3. Who spoke just then? | I [did]. |

- | | |
|------------------------------|------------|
| 4. Who has been in the room? | I [have]. |
| 5. Who will go with me? | I [will]. |
| 6. Who wants to go? | I [do]. |
| 7. Who threw the ball? | He [did]. |
| 8. Who said it? | She [did]. |

A number of you may ask other questions like these and call on boys and girls in the class to answer them.

II

1. She and I were there.
2. She and I knew our lessons.
3. She and I are going to sing.
4. He and I are the same age.
5. He and I had a good time.
6. He and I play ball together.
7. He and she took a walk.
8. He and she went with us.

Several of you may make other sentences, telling something that you and another boy or girl have done together.

256

USING THE HYPHEN AT THE END OF A LINE

In your spelling lessons you learn to divide words into syllables. Knowing how to divide a word in this way helps you not only in spelling it, but in pronouncing it, also.

But knowing how to divide words into syllables helps you in still another way. Sometimes when you are writing letters or stories, as you come to the end of a line, you find that you have not room enough to write the next word. You can get part of it on the line, but not all of it. If the word has more than one syllable, it is correct to write part of it on one line and part on the next. You must be careful, however, to divide the word at the end of a syllable.

Read the paragraph that follows.

All the boys and girls of our school had a very exciting time yesterday at our picnic in the park. The sky was so clear when we started out in the morning that nobody thought of rain, and of course nobody took an umbrella. When a shower came up suddenly in the afternoon, we ran for shelter, but were almost drowned before we reached it.

What word begins at the end of the first line and is finished on the second line? *Exciting* has three syllables: *ex-cit-ing*. But there was room for only the first syllable on the first line. It was therefore necessary to put the rest of the word on the second line.

Notice the mark that follows the syllable *ex* at the end of the line. This mark is called a *hyphen*. It is used to show that the word is broken into two parts and that the rest of it will be found on the next line.

If there had been more room on the first line, but not enough for the whole word *exciting*, after what other letter would it have been correct to divide the word?

Find three other words in the paragraph that are printed on two lines. Divide these words into syllables. After which syllable is each of these words divided at the end of the lines? After what other syllable might one of them be divided?

Sometimes boys and girls divide words at the end of a line when it is not correct to do so. A word of one syllable must never be so divided. If there is not room enough for the word at the end of a line, then the entire word must be written on the next line. Look at the words *thought* and *drowned* in the paragraph. These are words of one syllable and must not be divided.

When a word of more than one syllable is written on two lines, it must be divided at the end of a syllable.

A hyphen is used after a syllable at the end of a line to show that the word is continued on the next line.

A word of one syllable must not be divided at the end of a line.

Write the following words, dividing them into syllables. Thus:

address	ad-dress	handkerchief	_____
commenced	_____	pleasant	_____
cotton	_____	received	_____
examination	_____	together	_____
family	_____	promised	_____

Now write each one of them on two lines, dividing it after a syllable at the end of a line. Thus:

_____ ad-
dress _____

Which of the following words would it be correct to write on two lines? Where will you divide them?

Which words may not be divided?

stayed
though
through
surprised
flower

freight
whose
thorough
principal
flour

vegetables
groceries
classmates
earned
mountain

257

LEARNING TO USE *LEARN* AND *TEACH*

Helen likes to play school with her dolls. She *teaches* them all the things that she *learns* in school. Most of the dolls *learn* their lessons quickly; but the rag doll, Peggy, is very dull, and it is hard to *teach* her anything. If you could listen to Helen you would be sure that lessons are well *taught* in her school, for she has *learned* a great deal in three years. No one can *teach* well unless she has first *learned* well.

Notice that Helen is said to *teach* the dolls, just as your teacher is said to *teach* you. But the dolls *learn* lessons, just as you *learn* lessons. You must never use the word *learn* before a word that names a person. It would be wrong to say that Helen *learns* the dolls their lessons.

258

A GAME

Probably every child in the class knows how to do something that he can teach the others to do. Each one of you in turn, may tell the class what this is. The first boy may say to his playmate, "Dick, I have *learned* to make a bow and arrow. I will *teach* you to make one." The boy to whom he has spoken must speak next, and so on until every one has had a chance.

The word *learn* is never used before a word that names a person.

259

LEARNING TO USE *LEND* AND *SHINE*

Lend, lent, have lent, shine, shone, have shone.

Grace: Will you *lend* me your umbrella, Blanche? I'm afraid it will rain.

Blanche: I'm sorry, Grace, but I *have* already *lent* mine to Kate. Why didn't you bring your own?

Grace: The sun *shone* so brightly that I didn't think I needed it.

Blanche: You can't tell by that. It *has shone* on several mornings when it has rained in the afternoon.

Grace: There comes Jessie. I *lent* her my book yesterday. Perhaps she *will lend* me an umbrella to-day.

Blanche: You won't need it. Just look! the sun is beginning to *shine* again.

From among the words in italics select and write in a group the ones that belong with the word *lend*.

Now select and write the ones that belong with the word *shine*.

Notice that the word *lent* may be used with or without a helper. Is this true of the word *shone*?

I

Each one of you in turn may answer the following questions. The first child must mention two articles beginning with the letter *A*; the second, two beginning with *B*, and so on through the alphabet.

What have you lent your neighbor to-day?

What did you lend your neighbor yesterday?

II

Each one of you in turn may make a statement in which you will use the word *shone*, either with or without the helper *has* or *have*. You will have to think of as many shining things as you can, because after the sun or the moon or the silver teapot has been mentioned, you may not use it again.

260

CHOOSING THE PROPER WORD

Mad AND Angry

Have you ever teased one of the children on the playground by singing in chorus,

“Mary’s mad and I am glad
For I know how to please her”?

If you have, you have not only been unkind in your teasing, but you have said what was not true. If Mary were *mad* she would not be coming to school, for *mad* means *insane*, *crazy*, *out of one’s mind*. What you meant was that Mary was *angry*.

A person who is *mad* has lost his mind.

A person who is *angry* has lost only his temper.

Fill the blanks in the following sentences correctly.

1. The —— dog had to be shot.
2. The boys teased their sister until she became ——.
3. She went —— with grief at her loss.
4. Tom was so —— that he slammed the door.
5. I could not be —— after she begged my pardon.

261

WATCHING YOUR SPEECH

When George asked you a question that you couldn’t answer yesterday, did you say, *I don’t know*, or did you say, *I dunno*?

When you hadn’t a pencil to lend Tom, did you say, *I haven’t any*?

When you wanted Jack to help you carry the board did you say, *Take hold of that end*?

There are right ways and wrong ways of saying many things that boys and girls must say very often. Here are the right ways of saying some of the things that are often said incorrectly. You may select one of the groups for special study each week. Watch your speech every day at home, in school, and on the playground. Try to form the habit of saying this particular thing in the right way. At the end of the week, you may report to the class the number of times you have remembered to speak it correctly.

1. I *don't know* where he is.
Where is your hat, Sam? I *don't know*.
I *don't know* my lesson.
What is his name? I *don't know*.
I *don't know* anything about it.
2. I *don't want to go*.
Don't you *want to sit* here?
He doesn't *want to do* it.
I *want to go* home.
What does he *want to do*?
3. I'm not doing *anything* to you.
I didn't do *anything* to him.
I haven't done *anything* to her.
I don't tease *anybody* any more.
I don't want *any* dinner.
He doesn't want *any*.

4. I *haven't* any.
 I *haven't* finished.
 It *isn't* done yet.
 I *haven't* any pencil.
 This top *isn't* any good.
5. *Is there* any school today?
Is there any candy in the box?
Is there anyone here?
Is there any mark on your paper?
Are there any apples in the basket?
Are there any boys who haven't pencils?
Are there any more girls who want to play?
6. Is this book *yours*?
 He hasn't *his*.
 I have mine and she has *hers*.
 That hat is *hers*.
 It's *his*. It's *hers*. It's *yours*.
7. He hurt *himself*.
 He looked at *himself* in the glass.
 He was talking to *himself*.
 He's proud of *himself*.
8. Do it *again*.
 He tried *again* and *again*.
 I'll never speak to her *again*.
 Come *again*.
9. My sled is *different* from yours.
 Helen's dress is a *different* color from mine.

Jack is very *different from* his brother.

A canoe is *different from* a rowboat.

This top is *different from* the last one I had.

10. The Atlantic Ocean is *east of* America.

The Pacific Ocean is *west of* America.

What state is *north of* Pennyslvania?

What gulf is *south of* the United States?

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MISCELLANEOUS SELECTIONS FOR READING AND MEMORIZING •

With a view to stimulating an appreciation of poetry and to affording opportunity for practice in speaking, the following appropriate poems have been included for reading and memorizing.

For convenience, the grading of the poems has been arranged by years, and a grade poet has been suggested.

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FOURTH GRADE—SECOND HALF YEAR

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MISCELLANEOUS SELECTIONS FOR MEMORIZING

THIRD GRADE—FIRST HALF YEAR

MARJORIE'S ALMANAC

Robins in the tree-top,
Blossoms in the grass,
Green things a-growing
Everywhere you pass;
Sudden little breezes,
Showers of silver dew,
Black bough and bent twig
Budding out anew;
Pine-tree and willow-tree,
Fringed elm, and larch,—
Don't you think that May-time's
Pleasanter than March?

Apples in the orchard
Mellowing one by one;
Strawberries upturning
Soft cheeks to the sun;
Roses faint with sweetness,
Lilies fair of face,
Drowsy scents and murmurs
Haunting every place;
Lengths of golden sunshine,
Moonlight bright as day,—
Don't you think that summer's
Pleasanter than May?

300 SELECTIONS FOR MEMORIZING

Roger in the corn-patch
Whistling negro songs;
Pussy by the hearth-side
Romping with the tongs;
Chestnuts in the ashes
Bursting through the rind;
Red leaf and gold leaf
Rustling down the wind;
Mother "doin' peaches"
All the afternoon,—
Don't you think that autumn's
Pleasanter than June?

Little fairy snow-flakes
Dancing in the flue;
Old Mr. Santa Claus,
What is keeping you?
Twilight and firelight
Shadows come and go;
Merry chime of sleigh-bells
Tinkling through the snow;
Mother knitting stockings
(Pussy's got the ball),—
Don't you think that winter's
Pleasanter than all?

—*Thomas Bailey Aldrich.*

THE TREE

"Green stood the Tree, with its leaves tender bright
'Shall I take them?' said Frost, as he breathed through
the night.

'Oh! pray let them be
Till my blossoms you see!'
Begged the Tree, as she shivered and shook in affright.

"Sweet sang the birds the fair blossoms among.
 'Shall I take them?' said Wind, as he swayed them and
 swung,

 'Oh! pray let them be,
 Till my berries you see!'
 Begged the Tree, as its branches all quivering hung.

"Bright grew the berries beneath the sun's heat.
 'Shall I take them?' said Lassie, so young and so sweet.

 'Ah! take them, I crave,
 Take all that I have!'
 Begged the Tree, as it bent its full boughs to her feet."
 —*Arne Bjornson.*

DANDELION

I saw him peeping from my lawn,
 A tiny spot of yellow,
 His face was one substantial smile,
 The jolly little fellow.

I think he wore a doublet green,
 His golden skirt tucked under;
 He carried, too, a sword so sharp
 That I could only wonder.

"Are you a soldier, little man,
 You, with your face so sunny?"
 The fellow answered not a word,
 I thought it very funny.

I left him there to guard my lawn
 From robins bent on plunder,—
 The soldier lad with yellow skirt,
 His doublet green tucked under.

302 SELECTIONS FOR MEMORIZING

The days passed on,—one afternoon,
As I was out a-walking,
Whom should I meet upon the lawn
But soldier-lad a-stalking.

His head, alas! was white as snow,
And it was all a-tremble.
Ah! scarce did this old veteran
My bonny lad resemble.

I bent to speak with pitying word,
Alas for good intention!
His snowy locks blew quite away;
The rest—we will not mention.

—*Kate Louise Brown.*

From "The Plant Baby and Its Friends"—published by Silver, Burdett & Company.

DON'T GIVE UP

If you have tried and have not won,
Never stop for crying;
All that's great and good is done
Just by patient trying.

Though young birds, in flying, fall,
Still their wings grow stronger;
And the next time they can keep
Up a little longer.

Though the sturdy oak has known
Many a blast that bowed her,
She has risen again, and grown
Loftier and prouder.

If by easy work you beat,
 Who the more will prize you?
 Gaining victory from defeat,
 That's the test that tries you!
 —*Phoebe Cary.*

THE SNOWDROP

Many, many welcomes
 February fair-maid,
 Ever as of old time,
 Solitary frostling,
 Coming in the cold time,
 Prophet of the gay time,
 Prophet of the May time,
 Prophet of the roses,
 Many, many welcomes
 February fair-maid!
 —*Alfred, Lord Tennyson.*

THE BROWN THRUSH

There's a merry brown thrush sitting up in the tree,
 "He's singing to me! He's singing to me!"
 And what does he say, little girl, little boy?
 "Oh, the world's running over with joy!
 Don't you hear? don't you see?
 Hush! Look! In my tree
 I'm as happy as happy can be!"
 And the brown thrush keeps singing, "A nest do you see,
 And five eggs, hie by me in the juniper-tree?
 Don't meddle! don't touch! little girl, little boy,
 Or the world will lose some of its joy!
 Now I'm glad! now I'm free!
 And I always shall be,
 If you never bring sorrow to me."

304 SELECTIONS FOR MEMORIZING

So the merry brown thrush sings away in the tree,
To you and to me, to you and to me;
And he sings all the day, little girl, little boy,
"Oh, the world's running over with joy!
But long it won't be,
Don't you know? don't you see?
Unless we are as good as can be!"

—*Lucy Larcom.*

THE RIVULET

Run, little rivulet, run!
Summer is fairly begun.
Bear to the meadow the hymn of the pines,
And the echo that rings where the waterfall shines;
Run, little rivulet, run!

Run, little rivulet, run!
Sing to the fields of the sun,
That wavers in emerald, shimmers in gold,
Where you glide from your rocky ravine, crystal-cold;
Run, little rivulet, run!

Run, little rivulet, run!
Sing of the flowers, every one:
Of the delicate harebell and violet blue;
Of the red mountain rosebud, all dripping with dew;
Run, little rivulet, run!

Run, little rivulet, run!
Carry the perfume you won
From the lily, that woke when the morning was gray,
To the white waiting moonbeam adrift on the bay;
Run, little rivulet, run!

Run, little rivulet, run!
Stay not till summer is done!
Carry the city the mountain-birds' glee;
Carry the joy of the hills to the sea;
Run, little rivulet, run!

—*Lucy Larcom.*

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THIRD GRADE—SECOND HALF YEAR

O LITTLE TOWN OF BETHLEHEM

O little town of Bethlehem!
How still we see thee lie;
Above thy deep and dreamless sleep
The silent stars go by;
Yet in thy dark streets shineth
The everlasting Light;
The hopes and fears of all the years
Are met in thee to-night.

For Christ is born of Mary,
And gathered all above,
While mortals sleep, the angels keep
Their watch of wondering love.
O morning stars, together
Proclaim the holy birth!
And praises sing to God the King,
And peace to men on earth.

How silently, how silently,
 The wondrous gift is given!
 So God imparts to human hearts
 The blessings of His heaven.
 No ear may hear His coming.
 But in this world of sin,
 Where meek souls will receive Him still,
 The dear Christ enters in.

O holy Child of Bethlehem!
 Descend to us, we pray;
 Cast out our sin, and enter in,
 Be born in us to-day.
 We hear the Christmas angels
 The great glad tidings tell;
 Oh come to us, abide with us,
 Our Lord Emmanuel!

—*Phillips Brooks.*

NOVEMBER

The leaves are fading and falling,
 The winds are rough and wild,
 The birds have ceased their calling;
 But let me tell you, my child.

Though day by day, as it closes,
 Doth darker and colder grow,
 The roots of the bright red roses
 Will keep alive in the snow;

And when the winter is over,
 The boughs will get new leaves,
 The quail come back to the clover,
 And the swallow back to the eaves;

The robin will wear on his bosom
 A vest that is bright and new,
 And the loveliest way-side blossom
 Will shine with the sun and dew.

The leaves to-day are whirling,
 The brooks are all dry and dumb,
 But let me tell you, my darling,
 The spring will be sure to come.

There must be rough, cold weather,
 And winds and rains so wild;
 Not all good things together
 Come to us here, my child.

So, when some dear joy loses
 Its beauteous summer glow,
 Think how the roots of the roses
 Are kept alive in the snow.

—*Alice Cary.*

FABLE

The mountain and the squirrel
 Had a quarrel,
 And the former called the latter "Little Prig".
 Bun replied:

"You are doubtless very big;
 But all sorts of things and weather
 Must be taken in together
 To make up a year
 And a sphere;
 And I think it no disgrace
 To occupy my place.

"If I'm not so large as you,
 You are not so small as I,
 And not half so spry.
 I'll not deny you make
 A very pretty squirrel track;
 Talents differ: all is well and wisely put;
 If I cannot carry forests on my back
 Neither can you crack a nut!"

—*Ralph Waldo Emerson.*

FRAIDIE-CAT

I shan't tell you what's his name;
 When we want to play a game,
 Always thinks that he'll be hurt,
 Soil his jacket in the dirt,
 Tear his trousers, spoil his hat,—
Fraidie-cat! Fraidie-cat!

Nothing of the boy in him!
 "Dasn't" try to learn to swim;
 Says a cow'll hook; if she
 Looks at him he'll climb a tree.
 "Scart" to death at bee or bat,—
Fraidie-cat! Fraidie-cat!

Claims the're ghosts all snowy white
 Wandering around at night
 In the attic; wouldn't go
 There for anything I know.
 B'lieve he'd run if you said "scat!"
Fraidie-cat! Fraidie-cat!

—*Clinton Scollard.*

THE WORLD'S MUSIC

The world's a very happy place,
Where every child should dance and sing,
And always have a smiling face,
And never sulk for anything.

I waken when the morning's come,
And feel the air and light alive
With strange sweet music like the hum
Of bees about their busy hive.

The linnets play among the leaves
At hide-and-seek, and chirp and sing;
While, flashing to and from the eaves,
The swallows twitter on the wing.

From dawn to dark the old mill-wheel
Makes music, going round and round;
And dusty-white with flour and meal,
The miller whistles to its sound.

The brook that flows beside the mill,
As happy as a brook can be,
Goes singing its old song until
It learns the singing of the sea.

For every wave upon the sands
Sings songs you never tire to hear,
Of laden ships from sunny lands
Where it is summer all the year.

The world is such a happy place
That children, whether big or small,
Should always have a smiling face
And never, never sulk at all.

—*Gabriel Setoun.*

THE GREENWOOD TREE

Under the Greenwood tree
 Who loves to lie with me,
 And tune his merry note
 Unto the sweet bird's throat,
 Come hither, come hither, come hither;
 Here shall he see
 No enemy,
 But winter and rough weather.

Who doth ambition shun,
 And loves to lie in the sun,
 Seeking the food he eats,
 And pleased with what he gets,
 Come hither, come hither, come hither!
 Here shall he see
 No enemy,
 But winter and rough weather.

—*William Shakespeare.*

NO BOY KNOWS

There are many things that boys may know—
 Why this and that are thus and so,—
 Who made the world in the dark and lit
 The great sun up to lighten it:
 Boys know new things every day—
 When they study, or when they play,—
 When they idle, or sow and reap—
 But no boy knows when he goes to sleep.

Boys who listen—or should, at least,—
 May know that the round old world rolls East;—
 And know that the ice and the snow and the rain—
 Ever repeating their parts again—

Are all just water the sunbeams first
 Sip from the earth in their endless thirst,
 And pour again till the low streams leap.—
 But no boy knows when he goes to sleep.

A boy may know what a long, glad while
 It has been to him since the dawn's first smile,
 When forth he fared in the realm divine
 Of brook-laced woodland and spun-sunshine;—
 He may know each call of his truant mates,
 And the paths they went,—and the pasture-gates
 Of the 'cross-lots home through the dusk so deep.—
 But no boy knows when he goes to sleep.

O I have followed me, o'er and o'er,
 From the fragrant drowse on the parlor-floor,
 To the pleading voice of the mother when
 I even doubted I heard it then—
 To the sense of a kiss, and a moonlit room,
 And dewy odors of locust-bloom—
 A sweet white cot—and a cricket's cheep.—
 But no boy knows when he goes to sleep.

—*James Whitcomb Riley.*

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THE YELLOW-BIRD

Hey! my little Yellow-bird,
 What you doing there?
 Like a flashing sun-ray,
 Flitting everywhere:
 Dangling down the tall weeds
 And the hollyhocks,
 And the lordly sunflowers
 Along the garden-walks.

Ho! my gallant Golden-bill,
 Pecking 'mongst the weeds,
 You must have for breakfast
 Golden flower-seeds:
 Won't you tell a little fellow
 What you have for tea?—
 'Spect a peck o' yellow, mellow
 Pippin on the tree.

—*James Whitcomb Riley.*

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FOURTH GRADE—FIRST HALF YEAR

THE FAIRIES

Up the airy mountain,
 Down the rushy glen,
 We daren't go a-hunting
 For fear of little men;
 Wee folk, good folk,
 Trooping all together;
 Green jacket, red cap,
 And white owl's feather.

Down along the rocky shore
 Some make their home:
 They live on crispy pancakes
 Of yellow tide-foam;
 Some in the reeds
 Of the black mountain lake,
 With frogs for their watch-dogs,
 All night awake.

High on the hilltop
 The old king sits;
 He is now so old and gray
 He's nigh lost his wits.

By the craggy hillside,
 Through the mosses bare,
 They have planted thorn trees
 For pleasure here and there.

Is any man so daring
 As dig one up in spite,
 He shall find their sharpest thorns
 In his bed at night.

Up the airy mountain,
 Down the rushy glen,
 We daren't go a-hunting
 For fear of little men;
 Wee folk, good folk,
 Trooping all together;
 Green jacket, red cap,
 And white owl's feather!

—*William Allingham.*

THE YEAR'S AT THE SPRING

The year's at the spring,
 The day's at the morn;
 Morning's at seven;
 The hillside's dew-pearled;
 The lark's on the wing;
 The snail's on the thorn;
 God's in his heaven—
 All's right with the world!

—*Robert Browning.*

A DAY

I'll tell you how the sun rose,—
 A ribbon at a time
 The steeples swam in amethyst
 The news like squirrels ran.

The hills untied their bonnets,
 The bobolinks begun.
 Then I said softly to myself,
 "That must have been the sun"!

But how he set, I know not.
 There seemed a purple stile
 Which little yellow boys and girls
 Were climbing all the while

Till when they reached the other side,
 A dominie in gray
 Put gently up the evening bars,
 And led the flock away.

—*Emily Dickinson.*

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OCTOBER

O, suns and skies and clouds of June,
 And flowers of June together,
 Ye cannot rival for one hour
 October's bright blue weather.

When loud the bumblebee makes haste,
 Belated, thriftless, vagrant,
 And golden-rod is dying fast,
 And lanes with grapes are fragrant:

When gentians roll their fringes tight,
 To save them from the morning,
 And chestnuts fall from satin burrs
 Without a word of warning;

When on the ground red apples lie
 In piles, like jewels shining,
 And redder still, on old stone walls,
 Are leaves of woodbine twining;

When all the lovely wayside things
 Their white-winged seeds are sowing,
 And in the fields still green and fair,
 Late aftermaths are growing;

When springs run low, and on the brooks,
 In idle golden freighting,
 Bright leaves sink noiseless in the hush
 Of woods and winter waiting.

O, suns and skies and flowers of June,
 Count all your boast together,
 Love loveth best of all the year
 October's bright blue weather.

—*Helen Hunt Jackson.*

THE STAR-SPANGLED BANNER

Oh, say! can you see, by the dawn's early light,
 What so proudly we hailed at the twilight's last
 gleaming—
 Whose broad stripes and bright stars, through the
 perilous fight,
 O'er the ramparts we watched, were so gallantly
 streaming?
 And the rockets' red glare, the bombs bursting in air,

316 SELECTIONS FOR MEMORIZING

Gave proof through the night that our flag was still
there;

Oh, say! does that star-spangled banner yet wave
O'er the land of the free and the home of the brave?

On that shore, dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes
What is that which the breeze, o'er the towering steep,
As it fitfully blows, now conceals, now discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines in the stream;
'Tis the star-spangled banner! Oh! long may it wave
O'er the land of the free and the home of the brave.

And where are the foe who so vauntingly swore
That the havoc of war and the battle's confusion
A home and a country should leave us no more?
Their blood has washed out their foul footsteps'
pollution.

No refuge could save the hireling and slave
From the terror of flight or the gloom of the grave;
And the star-spangled banner in triumph doth wave
O'er the land of the free and the home of the brave!

Oh! thus be it ever, when freemen shall stand
Between their loved homes and the war's desolation!
Blest with victory and peace, may the heaven-rescued
land

Praise the Power that hath made and preserved us
a nation.

Then conquer we must, when our cause it is just,
And this be our motto: "In God is our trust";
And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave!

—*Francis Scott Key.*

THE FOUNTAIN

Into the sunshine,
Full of the light,
Leaping and flashing
From morn till night.

Into the moonlight,
Whiter than snow,
Waving so flower-like
When the winds blow.

Into the starlight
Rushing in spray,
Happy at midnight,
Happy by day.

Ever in motion,
Blithesome and cheery,
Still climbing heavenward,
Never aweary.

Glad of all weathers,
Still seeming best,
Upward or downward,
Motion thy rest.

Full of a nature
Nothing can tame,
Changed every moment,
Ever the same.

Ceaseless aspiring,
Ceaseless content,
Darkness or Sunshine,
Thy element.

318 SELECTIONS FOR MEMORIZING

Glorious fountain,
Let my heart be
Fresh, changeful, constant,
Upward, like thee!

—*James Russell Lowell.*

THE BLUE-BIRD

I know the song that the blue-bird is singing
Out in the apple tree, where he is swinging.
Brave little fellow! the skies may be dreary,—
Nothing cares he while his heart is so cheery.

Hark! how the music leaps out from his throat!
Hark! was there ever so merry a note?
Listen a while, and you'll hear what he's saying,
Up in the apple tree swinging and swaying:

“Dear little blossoms down under the snow,
You must be weary of winter, I know;
Hark while I sing you a message of cheer!
Summer is coming, and spring-time is here!

“Little white snowdrop, I pray you arise;
Bright yellow crocus, come open your eyes;
Sweet little violets, hid from the cold,
Put on your mantles of purple and gold;
Daffodils! daffodils! say, do you hear?—
Summer is coming! and spring-time is here!”

—*Emily Huntington Miller.*

THE LITTLE BROWN BROTHER

Little brown brother, oh! little brown brother,
Are you awake in the dark?
Here we lie cozily, close to each other:
Hark to the song of the lark—

"Waken!" the lark says—"waken and dress you;
 Put on your green coats and gay,
 Blue sky will shine on you, sunshine caress you—
 Waken! 'tis morning—'tis May!"

Little brown brother, oh! little brown brother,
 What kind of flower will you be?
 I'll be a poppy—all white, like my mother;
 Do be a poppy like me.

What! you're a sunflower? How I shall miss you
 When you're grown golden and high!
 But I shall send all the bees up to kiss you;
 Little brown brother, good-by!

—*Emily Nesbit.*

THERE'S NOTHING LIKE THE ROSE

The lily has an air,
 And the snowdrop a grace,
 And the sweet pea a way,
 And the heart's-ease a face,—
 Yet there's nothing like the rose
 When she blows.

Christina G. Rossetti.

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THE VILLAGE BLACKSMITH

Under a spreading chestnut-tree
 The village smithy stands;
 The smith, a mighty man is he,
 With large and sinewy hands;
 And the muscles of his brawny arms
 Are strong as iron bands.

320 SELECTIONS FOR MEMORIZING

His hair is crisp and black, and long,
His face is like the tan;
His brow is wet with honest sweat,
He earns whate'er he can,
And looks the whole world in the face,
For he owes not any man.

Week in, week out, from morn till night,
You can hear his bellows blow;
You can hear him swing his heavy sledge,
With measured beat and slow,
Like a sexton ringing the village bell,
When the evening sun is low.

And children coming home from school
Look in at the open door;
They love to see the flaming forge,
And hear the bellows roar,
And watch the burning sparks that fly
Like chaff from a threshing-floor.

He goes on Sunday to the church,
And sits among his boys;
He hears the parson pray and preach,
He hears his daughter's voice,
Singing in the village choir,
And it makes his heart rejoice.

It sounds to him like her mother's voice,
Singing in Paradise!
He needs must think of her once more,
How in the grave she lies;
And with his hard, rough hand he wipes
A tear out of his eyes.

Toiling,—rejoicing,—sorrowing,
 Onward through life he goes;
 Each morning sees some task begin,
 Each evening sees it close;
 Something attempted, something done,
 Has earned a night's repose.

Thanks, thanks to thee, my worthy friend,
 For the lesson thou hast taught!
 Thus at the flaming forge of life,
 Our fortunes must be wrought;
 Thus on its sounding anvil shaped
 Each burning deed and thought.

—*Henry Wadsworth Longfellow.*

THE CHILDREN'S HOUR

Between the dark and the daylight,
 When the night is beginning to lower,
 Comes a pause in the day's occupations
 That is known as the Children's Hour.

I hear in the chamber above me
 The patter of little feet,
 The sound of a door that is opened,
 And voices soft and sweet.

From my study I see in the lamplight,
 Descending the broad hall stair,
 Grave Alice and laughing Allegra,
 And Edith with golden hair.

A whisper, and then a silence;
 Yet I know by their merry eyes,
 They are plotting and planning together
 To take me by surprise.

A sudden rush from the stairway,
 A sudden raid from the hall!
 By three doors left unguarded
 They enter my castle wall!

They climb up into my turret,
 O'er the arms and back of my chair;
 If I try to escape, they surround me;
 They seem to be everywhere.

They almost devour me with kisses,
 Their arms about me entwine,
 Till I think of the Bishop of Bingen
 In his Mouse-Tower on the Rhine.

Do you think, O blue-eyed banditti,
 Because you have scaled the wall,
 Such an old mustache as I am
 Is not a match for you all?

I have you fast in my fortress,
 And will not let you depart,
 But put you down into the dungeon
 In the round tower of my heart.

And there will I keep you forever,
 Yes, forever and a day,
 Till the wall shall crumble to ruin,
 And molder in dust away.

—*Henry Wadsworth Longfellow.*

THE ARROW AND THE SONG

I shot an arrow into the air,
 It fell to earth, I knew not where;
 For, so swiftly it flew, the sight
 Could not follow it in its flight.

I breathed a song into the air,
It fell to earth, I knew not where;
For who has sight so keen and strong
That it can follow the flight of song?

Long, long afterwards, in an oak
I found the arrow, still unbroke;
And the song, from beginning to end,
I found again in the heart of a friend.

—*Henry Wadsworth Longfellow.*

RAIN IN SUMMER

How beautiful is the rain!
After the dust and the heat,
In the broad and fiery street,
In the narrow lane,
How beautiful is the rain!

How it clatters along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing spout!
Across the windowpane.

It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!

The sick man from his chamber looks
At the twisted brooks,
He can feel the cool
Breath of each little pool;

324 SELECTIONS FOR MEMORIZING

His fevered brain
Grows calm again,
And he breathes a blessing on the rain.

From the neighboring school
Come the boys,
With more than their wonted noise
And commotion;
And down the wet streets
Sail their mimic fleets,
Till the treacherous pool
Engulfs them in its whirling
And turbulent ocean.

In the country on every side,
Where far and wide,
Like a leopard's tawny and spotted hide,
Stretches the plain
To the dry grass and the drier grain
How welcome is the rain!

In the furrowed land
The toilsome and patient oxen stand;
Lifting the yoke-encumbered head,
With their dilated nostrils spread,
They silently inhale
The clover-scented gale,
And the vapors that arise
From the well-watered and smoking soil.
For this rest in the furrow after toil
Their large and lustrous eyes
Seem to thank the Lord,
More than man's spoken word.

FOURTH GRADE—SECOND HALF 325

Near at hand
From under the sheltering trees,
The farmer sees
His pastures and his fields of grain,
As they bend their tops
To the numberless beating drops
Of the incessant rain.
He counts it as no sin
That he sees therein
Only his own thrift and gain.

—*Henry Wadsworth Longfellow.*

FOURTH GRADE—SECOND HALF YEAR

A CHILD'S THOUGHT OF GOD

They say that God lives very high!
But if you look above the pines
You cannot see our God. And why?

And if you dig down in the mines
You never see Him in the gold,
Though from Him all that's glory shines.

God is so good, He wears a fold
Of heaven and earth across His face—
Like secrets kept, for love, untold.

But still I feel that His embrace
Slides down by thrills, through all things made,
Through sight and sound of every place.

326 SELECTIONS FOR MEMORIZING

As if my tender mother laid

On my shut lids, her kisses' pressure,
Half waking me at night; and said

"Who kissed you through the dark, dear guesser?"

—*Elizabeth Barrett Browning.*

DAISIES

Over the shoulders and slopes of the dune
I saw the white daisies go down to the sea,
A host in the sunshine, an army in June,
The people God sends us to set our heart free.

The bobolinks rallied them up from the dell,
The orioles whistled them out of the wood;
And all of their singing was, "Earth, it is well!"
And all of their dancing was, "Life, thou art good!"

—*Bliss Carman.*

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APRIL RAIN

It isn't raining rain to me,
It's raining daffodils;
In every dimpled drop I see
Wild flowers on the hills;
The clouds of gray engulf the day,
And overwhelm the town;
It isn't raining rain to me,
It's raining roses down.

It isn't raining rain to me,
But fields of clover bloom,
Where every buccaneering bee
May find a bed and room;

A health unto the happy!
A fig for him who frets!—
It isn't raining rain to me,
It's raining violets.

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MORNING HYMN

Thou art, O God, the life and light
Of all this wond'rous world we see;
Its glow by day, its smile by night,
Are but reflections caught of Thee.

When youthful Spring around us breathes,
Thy spirit warms her fragrant sigh,
And ev'ry flow'r the Summer wreathes
Is born beneath that kindling eye.
—*Thomas Moore.*

WHILE SHEPHERDS WATCHED THEIR FLOCKS BY NIGHT

While shepherds watched their flocks by night,
All seated on the ground,
The angel of the Lord came down
And glory shone around

“Fear not,” said he, for mighty dread
Had seized their troubled mind;
“Glad tidings of great joy I bring
To you and all mankind.

“To you, in David's town, this day
Is born, of David's line,
The Saviour, who is Christ the Lord,
And this shall be the sign:

“The heavenly babe you there shall find
 To human view displayed,
 All meanly wrapped in swaddling bands,
 And in a manger laid.”

Thus spake the seraph; and forthwith
 Appeared a shining throng
 Of angels, praising God, who thus
 Addressed their joyful song:

“All glory be to God on high,
 And to the earth be peace;
 Good will henceforth from Heaven to men
 Begin and never cease.”

—*Nahum Tate.*

TO A BUTTERFLY

I've watched you now a full half hour,
 Self-poised upon that yellow flower;
 And, little butterfly, indeed
 I know not if you sleep or feed.
 How motionless!—not frozen seas
 More motionless! and then
 What joy awaits you, when the breeze
 Hath found you out among the trees,
 And calls you forth again!

This plot of orchard ground is ours;
 My trees they are, my sister's flowers;
 Here rest your wings when they are weary;
 Here lodge as in a sanctuary!
 Come often to us, fear no wrong;

Sit near us, on the bough!
 We'll talk of sunshine and of song;
 And summer days when we were young;
 Sweet childish days, that were as long
 As twenty days are now.

—*William Wordsworth.*

THE SANDPIPER

Across the lonely beach we flit,
 One little sandpiper and I;
 And fast I gather, bit by bit,
 The scattered driftwood bleached and dry.
 The wild waves reach their hands for it,
 The wild wind raves, the tide runs high,
 As up and down the beach we flit,—
 One little sandpiper and I.

Above our heads the sullen clouds
 Scud black and swift across the sky;
 Like silent ghosts in misty shrouds
 Stand out the white lighthouses high.
 Almost as far as eye can reach
 I see the close-reefed vessels fly,
 As fast we flit along the beach,—
 One little sandpiper and I.

I watch him as he skims along
 Uttering his sweet and mournful cry;
 He starts not at my fitful song,
 Nor flash of fluttering drapery.
 He has no thought of any wrong;
 He scans me with a fearless eye;
 Stanch friends are we, well tried and strong,
 The little sandpiper and I.

Comrade, where wilt thou be to-night
 When the loosed storm breaks furiously?
 My driftwood fire will burn so bright!
 To what warm shelter canst thou fly?
 I do not fear for thee, though wroth
 The tempest rushes through the sky;
 For are we not God's children both,
 Thou; little sandpiper, and I. —*Celia Thaxter.*

WILD GEESE

The wind blows, the sun shines, the birds sing loud,
 The blue, blue sky is flecked with fleecy dappled cloud,
 Over earth's rejoicing fields the children dance and sing,
 And the frogs pipe in chorus, "It is spring! It is
 spring!"

The grass comes, the flower laughs where lately lay
 the snow,
 O'er the breezy hill-top hoarsely calls the crow,
 By the flowing river the alder catkins swing,
 And the sweet song sparrow cries, "Spring! It is
 spring!"

Hark, what a clamor goes winging through the sky!
 Look, children! Listen to the sound so wild and high!
 Like a peal of broken bells,—kling, klang, kling,—
 Far and high the wild geese cry, "Spring! It is spring!"

Bear the winter off with you, O wild geese dear!
 Carry all the cold away, far away from here;
 Chase the snow into the north, O strong of heart and
 wing.

While we share the robin's rapture, crying, "Spring!
 It is spring!" —*Celia Thaxter.*

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